

Potential of Thai Private Universities Year 2001-2020

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POTENTIAL OF THAI PRIVATE UNIVERSITIES Year 2001-2020

ASSUMPTION UNIVERSITY OF THAILAND
BANGKOK, THAILAND

Rev. Bancha Saenghiran, fsg., Ph.D
Laura A. Lintao, DPA

ACKNOWLEDGMENTS

We owe a lot of gratitude to the Lord for guiding us to complete this study in time for the International Conference "The Rise of the Professional and the Demise of the Universities" at Silpakorn University, last July, 12-14, 2000.

To Bro. Martin Komolmas, fsg. Ph.D, President of Assumption University of Thailand for his guidance and support.

We thank Dr. Jirawat Wongswadivat, Vice President of the Research Department, her Associates and staff in the administration and floating of the questionnaire and computerization of the data. Special thanks to Mr. Seksan who had done the encoding and the computerization of all the voluminous collected data.

We are indebted to all our respondents: The Presidents, Vice Presidents, The Faculty Deans, Owners/Stockholders, Professors, Instructors, Staff of the eleven private universities/institutions in Thailand.

We thank the administrative staff of the Office of the Vice President for giving some materials coming from the Ministry of University Affairs. To the Director, Deputy Director and the energetic and beautiful secretaries for their support.

We thank the Librarians at the Main Central Library of Assumption University who supported us in the reading materials that we needed.

To Bro. Vinai, Dean of the Graduate School of Business for his support and inspiration, likewise to Ms. Thieng and Mr. Rangsan for their help in computer technicalities.

To Dr. Laura's children, Engelbert, Rochelle and Diana, and Mr. Dennis Manalili who acted as her inspiration.

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ABSTRACT

**Title : “Potential of Thai Private Universities
Year 2001- 2020”**

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Institution/Year : Assumption University of Thailand, July, 2000

The objectives of the research was primarily aimed to determine the significant relationships, correlations and differences of responses of the respondents on the New Environments Facing Thai Private Universities (TPU's), Functions of the TPU's, Corporatization of State Colleges (SCU's) and the Potential of TPU's from Year 2001- 2020. It specifically sought to answer nine research questions and three research hypotheses. There were 336 respondents coming from 11 universities registered under the MUA. There were two level of respondents: school administrators and implementors. Three-some Multiple Causes Conceptual Framework was used. Research Methods used was the Descriptive and Correlational Methods. Cluster sampling was used to gather the data. Findings showed that there was significant relationships between demographic profile and the new environments facing TPU's, functions of TPU's and the Corporatization of SCU's. There was positive moderate correlations between new environments facing TPUs, functions of TPU's and the corporatization of SCU's to the potential of TPU's. There was significant differences on the responses of the two levels of respondents on the four main variables. All four variables was rated “neutral”, which means that respondents had no definite stand or picture on the real implementation. It was concluded that there's a gigantic tasks by school administrators and implementors to implement the potentials of TPU's particularly on management and financing, international cooperation, and also corporatization of SCU's. Recommendations includes: integration of physical natural environment, intellectual and spiritual values, brain drain, culture of peace into the university curriculum. Emphasis on research and dev't, requirements on the world of work, mgt. structure, social service, financial arrangement, management and financing and international cooperation.

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1. INTRODUCTION

Nowadays, the whole world is focusing on the educative process of improving the education sector. Education is an essential tool to improve the status of an individual, the standard of living of the whole family, and for richer fuller life of all humankind.

BACKGROUND OF THE STUDY

This study, **"The Potential of Thai Private Universities"** was formulated in conjunction with the conduct of an international forum **"The Rise of the Professional and the Demise of the Universities"** in July, 2000, a forum which was organized by Silpakorn University. **Assumption University of Thailand** was invited and was assigned to discuss this topic which was presented by the **Vice President**, along with other speakers from international universities and some private universities in Thailand¹.

Global context of higher education

Today, education is the main thrusts for development in any country in the world. Last October 5-9, 1998, UNESCO had sponsored a World Conference on Higher Education which was held in Paris and participated by more than 4,000 participants from all over the world. The main focus was on the **World Declaration on Higher Education for the Twenty-first Century and the Framework for Priority Action for Change and Development in Higher Education**. Some delegates from Asia and the Pacific had attended and prepared their Regional Declarations and Action Plans.

The private universities of Thailand and in other parts of the world had its own direction and purpose: **Their manpower forecast and educational reforms had been focused towards meeting the future employment market requirements.** As Vasudevan (1976, p.233-235) stated that it would mean **"assessing social demand or manpower demand"** for educational purposes.

¹ A joint research conducted by Rev. **Bancha Saenghiran**, fsg.Ph.D, Vice President for Academic Affairs and **Dr. Laura A. Lintao**, Lecturer and Master of Management Program Coordinator of the Graduate School Business, Assumption University of Thailand.

National context of higher education in Thailand

Thailand's educational system according to the 1992 National Scheme of Education covers both education in school-related system and from way-of-life learning process. The private universities belongs to "in a school-related system". **It is on this premise that there is a growing need to keep new directions or innovative processes or methods on the curriculum development of private universities.** This study hopes to determine the role of Thai private universities in the development of the country's human potential. What is the potential of private higher education in Thailand from Year 2001 – 2020?

There are at present nuances that in Thailand, **"there seemed to have the rise of the professional and the demise of the university"**. This issue should be taken into consideration so as to check its reliability. In Thailand, as mentioned by Silpakorn University International Conference Design, **"two notable trends had emerged, One is the reform of the state universities, which has assumed an air of urgency with a target set for all state universities to be fully corporatized by Year 2002 and the other is the growth of private higher education institutions"**. Focusing on it, what is the future that is lay in store for Thai Private Universities?

The Ministry of the University Affairs (MUA). This office was established under the Office of Public Universities in 1972 (under the Office of the Prime Minister), all existing public universities were brought under the jurisdiction of one administrative body. By the same decree, the Office of the Private Education Commission assumed responsibility for the country's private colleges. These responsibilities were subsequently transferred to the Office of Public Universities in 1974. In 1977, this Office was raised to ministerial status and renamed the Ministry of University Affairs in 1982 (Handbook of the Ministry of University Affairs, 1999).

The MUA comprises the Office of the Secretary to the Minister and the Office of the Permanent Secretary. It oversees the majority of the nation's institutes of higher learning. (Please refer to Figure 1.1).

The role of the Ministry of University Affairs. Its roles are to supervise and coordinate Thailand's public and private institutions of higher education under the jurisdiction of other ministries. The Ministry is also responsible for formulating educational policy within the framework of the national education development plan. Other tasks includes standardization of curricula, personnel management and recommending areas for budget allocations. Below is the Organization Structure of the Ministry of University Affairs. Under each Bureau are divisions and sections attached to the structure. The Thai private Universities are under the supervision of the Bureau of Private Higher Education.

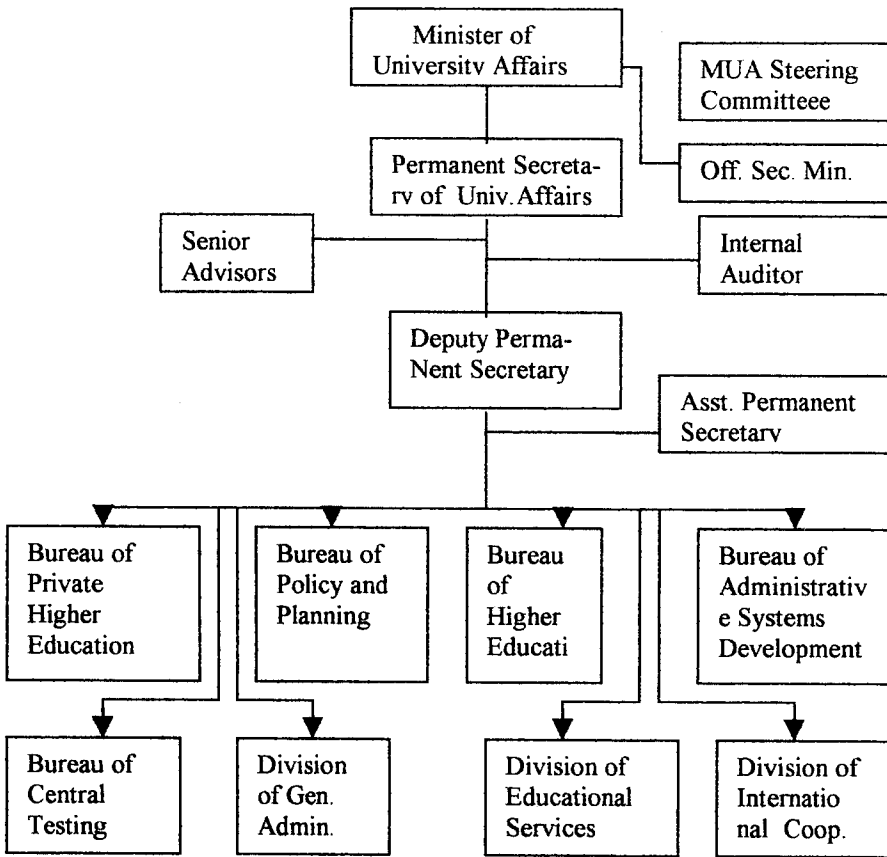


Figure 1.1 Organization Chart of the Ministry of University Affairs

Source: MUA, May, 2000

The functions of the **Bureau of Private Higher Education** of MUA. The Bureau is in charge of making policy recommendations on the promotion of private higher education in Thailand. It ensures educational standards of private universities/colleges starting from the early stage of their establishment, approval of programs of study to be offered and accreditation of the programs. The bureau also renders support in terms of low interest loans for faculty development and institution building of private universities/colleges. Listed below are the different public universities and institutions and also the private universities and institutions. (Please refer to Table 1.1.)

**Table 1.1 Public and Private Universities Registered under MUA
As of May, 2000.**

	Ministry of	University Affairs	(MUA)
Public Universities	Institutions	Private Universities	Institutions
Burapha University	Thaksin University	Asian University of Science and Technology	Rjapark College
Chiang Mai University	Naresuan University	Assumption University	Rangsit University
Chulalongkorn University	National Institute of Dev't Admin.	Bangkok University	Ratchathani Col. of Technology
Kasetsart University	Prince of Songla University	British University (Thailand)	Saengtham College
Khon Kaen University	Ramkhaemhaeng University	Christian College	Saint John's University
KMIT-Ladkrabang	Silpakorn University	Dhurakipundit University	Siam Pundit College
KMIT-North Bangkok	Srinakarinwirot University	Dusit Thani College	Siam University
KMIT-Thonburi	Sukhothai Thammathirat Open University	Eastern Asia University	Sirin Siaminternational College
Maejo University	Suranaree University of Technology	Hatyai City College	Stamford International College
Maefaluang University	Thammasat University	Hua Chiew Chalemprakiat University	South-East Asia University
Maharakham University	Ubon Ratchathani University	Kasem Bundit University	Sripatum University
Mahidol Univ.	Walailak Univ.	Krirk University	Srisophon Col.
		Mahanakorn University of Technology	University of the Thai Chamber of Commerce
		Mission College	Thongsook College
		Nivadhana University	VongChavalitkul University
		North Eastern College	Yonok College
		Payap University	
		Phakklang Col.	

The local context, The Thai Private Universities (TPU's) / Institutions

At present, under the Ministry of University Affairs list of registered private universities/institutions, there are thirty five (35) under the supervision of the ministry. At the time of the collection of data, only eleven universities/institutions participated: Saint John's University, Sripatum University, The University of Thai Chamber of Commerce, Dhurakijpundit University, Huachiew Chalermprakiet University, Bangkok University, Rangsit University, Mahanakorn University of Technology, Kasem Bundit University, South East Asia University and Assumption University of Thailand (host university for the research).

OBJECTIVES OF THE STUDY

General objectives

The objectives of the study was to determine the perceptions of respondents on the potential of Thai private universities from year 2001- 2020 and the relationships of variables on the new environments facing Thai private universities, the functions of Thai private universities and the corporatization of the state colleges and universities.

STATEMENT OF THE PROBLEM

According to Halstead (1996), "There has been a deeply rooted feeling that schools (including universities/ colleges/ institutions) are not producing good students for the community". This is reflected on the belief that schools are not preparing young people for the world of work; that students are ill-prepared psychologically for an unpredictable future; that standards of academic attainment are too low, and that too many even lack the basic skills of literacy and numeracy. So many are dissatisfied and people add up to a strong pressure of reform of the education sector worldwide.

Nowadays, particularly in Thailand, the restructuring of higher education is one of the latest development. There's a move towards the corporatization of the state colleges and universities having a target date at year 2002. The focus now is on the quality of teaching and learning as well as the efficiency of financial and other aspects of administration. The concern is on curriculum development most especially on arts, social sciences and humanities areas. It is now a serious concern to look into the future directions and potential of Thai private universities from year 2001-2020. It is on this particular focus that the researchers wanted to know its implications in the future. What would be the outcome of private universities and institutions after this transistion?

Specific Objectives

With the above mentioned current problems, the researchers wanted to seek answers to the following specific questions:

1. What are the demographic profile of respondents in terms of:

1. age
2. sex
3. marital status
4. educational attainment
5. position in their organizations
6. length of service in the organization
7. religion
8. group interest affiliations

2. What are the perceptions of respondents on the following educational issues:

1. Directions of private universities on quality education?
2. Production of quality graduates for the world of work?
3. Reasons for the emergence of private institutions conducting short courses and training programs?
4. Whether the private institutions conducting short courses or training programs can substitute academic degrees (college degree or graduate studies)?
5. The future of Thai private universities from Year 2001-2020?
6. The recommended strategies of a university in order to grow and develop towards the ensuing years?
7. The major challenges which Thai private universities will be facing from Year 2001-2020?
8. The most important intellectual values and spiritual values which private universities should address?
9. The foreseen problems in the implementation on the corporatization of state colleges and universities?

3. What are the perceptions of respondents on the new environments facing Thai private universities in terms of:

1. Globalization
2. Democratization
3. Progress of science and technology
4. Natural physical environment
5. Requirements of the world of work
6. The brain drain
7. The culture of peace

4. What are the perceptions of respondents on the functions of Thai private universities in terms of:

1. Teaching strategies
2. Research and development
3. Social service
4. Support and promotion of Thai art and culture

5. What are the perceptions of respondents on the corporatization of state colleges and universities in terms of:

1. New directions
2. Curriculum development
3. Management structure
4. Financial arrangement

6. What are the perceptions of respondents on the potential of Thai private universities in terms of:

1. Relevance
2. Improvement of quality education
3. Management and financing
4. International cooperation

7. Are there significant relationships between demographic profile to new environments facing Thai private universities, functions of Thai private universities and corporatization of state colleges and universities?

8. Are there positive correlations between new environments facing Thai private universities, functions of Thai private universities, corporatization of state colleges and universities to the potential of Thai private universities?

9. Are there significant differences in the responses of respondents in terms of new environments facing Thai private universities, functions of Thai private universities, corporatization of state colleges and universities and the potential of Thai private universities?

SCOPE OF THE STUDY

The study had focused on the registered private universities and institutions under the Ministry of University Affairs. It had covered the subjects on the potential of Thai private universities, new environments facing the TPU's, functions of TPU's, and the corporatization of SCU's. The respondents came from two levels namely: the School Administrators and School Implementors.

LIMITATIONS OF THE STUDY

The anticipated constraints was on the collection of data from the two level of respondents, as the time involved was too short before the completion date and presentation of the topic.

SIGNIFICANCE OF THE STUDY

This research could or may benefit by the following individuals, groups, institutions or communities:

1. **For individuals:** students who wanted to research further on this same topic of interest;

2. **For groups and institutions:** the education sector most especially the planners who would do some reforms on curriculum development focusing on higher education involving private universities; those investors who would like to engage in the field of education; consultants who would like to conduct training programs on intellectual and spiritual values of education; and for educational institutions most especially the private universities so they could align their vision and mission statements regarding reforms on education; for the government to review or reform their agenda on education focusing on the potentials of Thai private universities.

3. **For the community:** those who would want to know the directions of private universities in the future as basis for selecting the school for their children.

DEFINITION OF TERMS

The following terms are defined to ensure clarity and uniformity of understanding on how these words are used in the text of the study:

Potential of Thai Private Universities. It refers to the educational excellence that can be developed or capable of developing in the near future of the Thai private universities. It refers to relevance, improvement of quality education, management and financing and international cooperation.

Demographic profile of respondents. This refers to the characteristics of the respondents in terms of age, sex, marital status, educational attainment, position, length of service, religion and group interest affiliation.

New environments facing Thai private universities. This refers to the factors of change and development facing the private universities such as globalization, democratization, progress of science and technology, the natural physical environment, requirements of the world of work, the brain drain and the culture of peace.

Functions of Thai private universities. This refers to the factors associated to the main roles of private universities such as teaching strategies, research and development, social service, support and promotion of Thai art and culture.

Corporatization of state colleges and universities. It refers to the change and development of formerly managed public or government own state colleges and universities by professional business managers for innovations and capital accumulation. The state colleges and universities would be managed by professional individuals as an entity with powers and liability independent to those of its members. It refers to new directions, curriculum development, management structure and financial arrangement.

Educational Issues. It refers to some selected issues or problems related to the development, improvement, effective and efficient implementation of the education sector of Thailand.

Intellectual values. This refers to the values which are geared towards the capacity to think, to reason, to understand, and to be critical. It reflects the logical structures through which public understanding of physical, personal, social and moral experience is organized. Intellectual development requires making personal the understandings which are embodied in different intellectual disciplines but which too often are presented in an impersonal form. The enrichment of the mind of students for academic and fulfilling way of life. These values are classified according to the Apollonian Principle of Values: as conceptual values, self-actualization values, cultural values, status values and sensual values.

Spiritual values. This refers to the values which pertains to the enrichment of the body and soul of an individual. These are the values which are classified according to the Apollonian Principle of Values: as traditional moral values, religious values, patriotic values and democratic values.

2. REVIEW OF LITERATURE AND RELATED STUDIES

The New Constitution which was promulgated in October, 1997 provides challenging guidelines for future development of the education sector in Thailand. The Constitution contains so many provisions relating to education that was called "The Educational Charter".

EDUCATION SECTOR OF THAILAND

The Articles/Sections of which Education was cited in the Constitution of Thailand

Section 42 of the Constitution states that : A person shall enjoy an academic freedom. Education, training, learning, teaching, researching and disseminating such research according to academic principles shall be protected; provided that it is not **contrary to** his or her civic duties or good morals; and **Section 43 also states that:** A person shall enjoy an equal right to receive the fundamental education for the duration of not less than twelve years which shall be provided by the State thoroughly, up to the required quality and without charge. In providing education by the State, **regard shall be on the participation of local administrative organizations and the private sector as provided by law.** The provision of education by professional organizations and the private sector under the supervision of the State shall be protected as provided by law (Constitution of the Kingdom of Thailand, 1997).

The Eight National Education Development Plan (1997-2001) and Its Objectives

Its objectives are :to expand an extensive and equal provision of basic education for all people; to extend basic education to secondary education level; to improve the quality of education and its relevance to the needs of the individuals, communities and the nation; to enable learners to achieve their full potential for self development; to enhance Thai education in strengthening the national potential for self reliance; to contribute to national economic stabilization and the role of Thailand in the global economy.

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The office is responsible for coordinating and overseeing the activities of both public and private institutions. Among its major tasks is the formulation of higher education policies as well as supervising institutional development plans to ensure their legality and harmony with national development policy; supervises and coordinates the establishment, expansion, merging or termination of universities, faculties or academic departments; appraisal and endorsement of curricula and syllabuses are also part of its functions. Furthermore, it compiles statistical data and conducts research to support policy planning and implementation. Among its other tasks are distribution of budget allocation, personnel management and coordination with national and international agencies in order to obtain technical assistance. It also monitors, accredits and supervises the granting of degrees at all private tertiary institutions.

The office comprises of five bureaus and three divisions: Bureau of Administrative System Development; Bureau of Central Testing; Bureau of Higher Education Standards; Bureau of Policy and Planning; **Bureau of Private Higher Education**; Division of Educational Services; Division of General Administration and Division of International Cooperation.

The Bureau of Private Higher Education

The Bureau is in charge of making policy recommendations on promotion of private higher education in Thailand. It ensures educational standards of private universities/colleges starting from the early stage of their establishment, approval of programs of study to be offered and accreditation of the programs. The bureau also renders support in terms of low interest loans for faculty development and institution building of private universities/colleges. To achieve the stated objectives and targets, key guidelines/measures are identified. For instance, the higher education system will be restructured into three sub-systems, namely **research-oriented universities** focusing on providing education at graduate levels, **teaching-oriented colleges and institutes** focusing on providing education at bachelor's degree level and rendering academic services to society and **community colleges** focusing on providing education services at lower than bachelor's degree level or equivalent to short course training services relevant to local needs. These three sub-systems should have efficient inter-coordination, linkage, and credit transferring system. A National Committee for Higher Education to function as a central organization to monitor the implementation of the stated sub-systems should be established as well.

NEW ENVIRONMENTS FACING THAI PRIVATE UNIVERSITIES (TPU'S)

Features of New Environments Facing Thai Private Universities

It refers to the factors or indicators affecting Thai private universities. The shaping up of new atmosphere for students, society and community to stride out towards better future, for a just and more humane, more caring and more peaceful wholesome living. It revolves around the topics on globalization, democratization, progress of science and technology, the natural physical environment, the requirements of the world of work, the brain drain and the culture of peace.

Theories and Studies Related to the New Environments Facing Thai Private Universities

Studies on higher education in the twenty first century, UNESCO (1998). Halimi (1998) during the World Conference on Higher Education in Paris had revealed that higher education had to fulfill its mission, be they traditional or novel. She cited globalization is now a true fact that we cannot solely do things purely in local terms. It is an inescapable fact of life and she also added, that globalization constitute an ethical challenge and a vast arena for international solidarity, for economic purposes; the internalization of human exchanges and circulation of ideas; a new and stimulating context and that higher education should perform its functions and ensure its own transformation.

Today higher education is faced with upsurge democratization and extension of the rule of law in virtually all societies. The role in education is promoting and preserving democracy for all members of the populace. The need to empower women and to adopt measures that would enable them to access positions of responsibility. There are ethical issues raised by scientific research and its application with a vast study on futurology. There is in reality the widening gap between countries on the acquisition of communication technologies in our societies. The acknowledgment of the achievements of science and technology and sustainable development.

Halimi emphasized that the state of the planet is on focus that are there are damages done to the environment; population growth and galloping urbanization has posted serious problems of the ecological environment of the future of the planet.

The requirements of world of work give rise to further challenge relating to the evolution of the economy and the structure of the job market. The decline in agriculture and industry had also contributed some problems; the progress of the service sector are also facing problems. The development of new capacities are encouraged to adapt to economic trends.

For developing countries, brain drain is a problem, it is acknowledged as a good source of intellectual enrichment but these people should go back to their countries to apply what they have known for further development.

Acts of violence are felt in almost every country. The university has a role to take in bringing the culture for peace. We are called upon to have a new vision to make this world a better place to live in.

Studies of UNESCO on world education (1998). Mayor & Colleagues, (1998) had presented that communication and information revolution are currently underway. New technologies are bringing different people of the world closer together, helping them to become more aware of common humanity and shared concerns and hopes for the future. The young is entering into a world which is changing in all spheres: scientific and technological, political, economic, social and cultural. The time to learn is now a whole lifetime. The new challenges facing education contributes to development, to help people understand and to come to terms of globalization, and to foster social cohesion. The need to change from nationalism to universalism, from autocracy to democracy in its various manifestations, from technologically divided world to technologically undivided world and teachers who would participate in the moulding of the minds of the new generation.

Theory of Mingle & Epper (1998). Their studies showed that information technologies, especially those in the fields of telecommunications and computing are having a profound effect on virtually every field of endeavor. The convergence of voice, video and data transmission into integrated high-speed digital networks has spawned a host of innovations in higher education, including a dramatic expansion of distance learning and the use of instructional technology on campuses. The study revolves around the impact of these new technologies on governance and organizational structures at the campus and systems levels. It presents both traditional and emerging functions related to instructional delivery and how it affects the telecommunications and computing technology. This calls for global convergence of all kinds of society.

Studies on environmental learning for the 21th century (1995). The Organization for Economic Cooperation and Development had reported that the raising of environmental awareness of the population is a central element for developing a sustainable environment. Environmental and School Initiatives (ENSI) have always had a strong symbolic impact—environment is often seen as part of what is good, virtuous and right. However, environment – like many other things – is **also what is taken for granted** and may not be noticed until it is gone or destroyed. They reflect that man tends to see his world through a rear-view-mirror. A safer place to live in. There is a need for a global approach

to this issue. Environmental issues go up and down on the political agenda but no real and lasting measures that brought about change.

Studies of the Regional Institute of Higher Education & Development of Singapore (1972). Kanapathy (1972), mentioned that the argument that satisfaction of the demand for management education has to start somewhere. The schools had the view that we know very little about the best way to train managers and that alternatives are tested—if only to provide a range of products (skilled men) to match a range of markets (jobs). The objectives of the universities is to turn out men to be innovators and men who are alert to changing social values, It needs somekind of democratization to carry on this kind of undertakings. It is assumed that ASEAN Universities would agree to mount management courses aimed at improving industry's long-term performance (this assumes industry is aware of ASEAN nations' aspirations and would operate in a manner to accommodate these aspirations).

Critical Analysis of the Theories and Studies on the New Environments Facing Thai Private Universities

Table 2.1. and Table 2.2 had shown the theories related to the new environments facing Thai Private Universities. After a thorough analysis, authors had some similarities and differences on what are the factors or variables to be measured under the main variable.

Using the modal method of central tendencies, these sub-variables forms part of the conceptual framework of the study. Selecting the first five which are frequently mentioned by the authors. Similarities are found on the variables on globalization, democratization, progress of science and technology, natural physical environment, world of work requirements, brain drain and culture of peace. (Below is a sample of doing a critical analysis). Refer to Attachments.

**Table 2.1 Tabular Presentation/Critical Analysis of the Theories and Studies
On the Environments Facing Thai Private Universities**

Theory/Author		Var. 1	Var. 2	Var. 3	Var. 4	Var. 5
		globalization	democrati-	progress of	natural	requirement
			zation	science &	physical en-	of the world
				technology	vironment	of work
xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx	xxxxxxxxxxxx
1.Studies on Higher		globaliza-	democra-	progress	natural	require-
Education, UNESCO,		tion	tization	of science	physical	ments of
1998				& tech.	environ't	world of wrk

2.Studies on World	globaliza-	universa-	new scien-			
Education, UNESCO	tion	lism and	tific tech-			
1998		democracy	nologies			
3.Theory of Mingle &	global		new tech.			
Epper 1998	approach		(computers			
	to info.		& telec.			
4.Studies on Environ-	global			environ-		
mental Learning,	underta-			mental		
OECD, 1995	king			awareness		
5. Studies of the Reg'l.		democrati-				Demand
Institute of Higher		zation				for skilled
Education & Dev't						men that
1972						matches
						bus. Mkts
Modal Method	4	4	3	2		
xxxxxxxxxx	xxxxxx		xxxxxxxxxx		xxxxxx	

Table 2.2. Selection of the Generic Set of Sub-Variable on the New Environments Facing Thai Private Universities

Selected sub-Variables		Rank	Theory/Studies/Var. No.
1. Globalization		1	S1V1, S2V1, S3V1, S1V4
2. Democratization		2	S1V2, S2V2, S4V2, TS5 V2
3. Progress of science and technology		3	S1 V3, S2 V3, T1 V3
4. Natural physical environment		4	S1 V4, S3 V4
5. Requirements of the world of work			S1 V5, S5 V5
6. The brain drain		6	S1 V6, S2 V6
7. The culture of peace		7	S1 V7, S3 V7
8. Structure of job market			S1 V8
9. Fulfill its mission in education			S1 V9
10. Communication & info revolution			S2 V10
11. Social cohesion			S2 V11
12. Technologically divided/undivided			S2 V12
13. Expansion of distance learning			T1 V13

Selected Generic Set of Sub-Variables on the New Environments Facing Thai Private Universities

The following discussion will show the meaning of the sub-variables selected under the generic set. It was the basis for forming the proxies or sub-sub-variables in order to operationalize the sub- variable of the main variable. As sequel of activities, the proxies are the bases for formulating the questionnaire.

Globalization. Humankind is faced with a series of problems that cannot be solved within a framework of isolated policies. There exists a growing trend for problems characterized by extreme complexity of the situations involved. It deals with international solidarity, human exchanges and circulation of ideas in a new and stimulating context and it ensures its own transformation through research and training. We can no longer conceived solely on national situations but in worldwide situations.

Democratization. It is the promotion and preservation of democracy among the young and the old. The development of women in decision making and also the need for empowerment and to adopt measures to access to positions of responsibility in professional careers with the demands of family life. It also include the extension of the rule of law on democracy.

Progress of science and technology. This includes the latest achievements of science and information technology, sustainable development of natural resources, the ethical issues on scientific research and its applications. The same is true with communication technologies. It also includes the acquisition and advancement of communication technologies. It includes the use of existing knowledge in experimental development to produce new or substantially improved materials, devices, products, and processes, including design and construction (Jones, 1989).

Natural physical environment. It refers to the damage done on the ecological environment (forest destruction, marine lives and other aquatic resources), increase in population growth rate and the galloping urbanization trends of the society today.

Requirements for the world of work. It refers to further challenge relating to the evolution of the economy and the progress of the service sector, the structure of the job market (knowledge and skills of the labor force) and unemployment and also the decline in the productivity of agriculture and industry.

The brain drain. It refers to the developing economy with problems on intellectuals. The migration of professionals to more richer countries for greener

pasture. It is a source of intellectual enrichment as they take part in the economic, social and cultural development of the populace. To encourage nationals to return to their country of origin to apply their knowledge and skills for the development and progress of their country.

Culture of peace. Today, societies are plagued by many conflicts. The young had difficulty finding their place in the new society. The old standards had vanished and values are no longer perceptible. The university has a role in bringing the culture of peace. Having faith with the youth, it is a challenge to higher education to meet these standards with other universities.

FUNCTIONS OF THAI PRIVATE UNIVERSITIES

Features of the Functions of Thai Private Universities

It refers to the roles that they have to undertake in producing quality graduates such as focusing on teaching strategies, research and development, social service and support and promotion of Thai art and culture and other objectives as stated in their vision and mission statements.

Theories and Studies Related to the Functions of Thai Private Universities

Studies of the Eight National Education Development Plan of Thailand (1997-2001). According to the Vision of Education Development and Desirable Thai Society, education will be based on learner-centered system. Learners will be the center of development. It is to reform the teaching and learning system in order to enable learners at all levels to achieve their full potential in academic knowledge and basic skills, as well as to acquire desirable characteristics. It is the innovative student centered teaching and participation to international activities, the state of the art education in language and cyber technology and the participation in leadership trainings and professional ethics.

The objective is to strengthen organizational capabilities, especially to produce researchers and to conduct research and development activities both qualitatively and quantitatively. To increase and expand research activities in science and technology and social sciences relevant to economic, social and environmental development. The promotion of research in all courses and disciplines. A discussion of research agenda through international forums with UNESCO and other international agencies and the diversification of researches through the demands of the world of work. To encourage educational institutions' to pursue in research and development as essential activities in support of the institution's instruction.

Furthermore, the encouragement of the participation of individuals, communities and various organizations in society in their involvement on

community based projects, support and promotion of Thai art and culture, area based community planning services and participation of social oriented associations.

In conjunction to its activities, to expand manpower production particularly in science and industry, the patronage and support to Thai art products, preservation of Thai culture through Thai festivals and cultural shows and the integration of Thai culture into the curriculum. The encouragement and improvement of vocational skills of middle and higher level skilled labor (Office of the National Education Commission, Office of the Prime Minister)

Theory of Gillett & Aitkenhead, (1987). Their research had revealed that there are criteria for assessing research quality. They found out that these criteria had not been made clear to the universities; the identity of the assessors was confidential; the ultimate rankings appeared to be strongly influenced by the ability of universities to attract research grants, particularly from the research councils; there are insufficient consultation with professional bodies about the appropriate methods of assessment to be used and different assessment standards were used for different subjects for UK Universities. To be more effective, The Review Council recommended the following: to increase the completion rate of postgraduate students, the intended destination of postgraduates, the extent to which universities are catering for students with non-standard qualifications; the involvement of universities in contract research and consultancy; the interaction between universities and their local and regional communities; the responsiveness of universities to changing circumstances such as the introduction of a credit transfer system; setting up new courses and new degrees; and providing short courses and part-time courses for mature students and for workers extending their range of skills.

Theory of Coffield & Williamson, (1997). The European Lifelong Learning Institute had mentioned that "lifelong learning is related to the learning society and learning organizations is commonly shrunk down to something much smaller. It is reductionist if the focus of "learning" is moved from the society or organization exclusively to the individuals within it, when the educational agenda shrinks to something close to skills training. For the university, it could be equated with a service to meet consumer's economics based on skill-learning needs on demand. Cumulatively, these forms produce a mean and wholly individualistic notion of the curriculum, the university and the society. The whole person living in a social, cultural, civic and political system becomes economic "man" a one-dimensional producer and consumer. This was on the post-imperial, postmodern English society where rapid expansion followed by the "consolidation" known as Maximum Aggregated Student Number (MASN). In the 1990's they introduced an era of competitive league tables in schools and higher education : integration is accompanied by using multiple performance measures. The R-X-T (Research, mixed, teaching only) re-emerging from competitive research and teaching assessment exercises. Another problem was

on the conflict of the term “university and college”, the Universities consist of the Committee of Vice Chancellors and Principals and for college, the territory of the smaller Standing conference of Principals.

Theory of Layer, (1995). He quoted that “It’s the students who are important and they are the reasons why we took this job”. He revealed that a major factor in influencing a change in the university system is the development of a flexible curriculum through credit-based framework. It introduced a common unit curriculum currency and enabled the students to negotiate courses that fitted their own objectives by varying the course pattern of the institution. The notion of student support and guidance and the university rapidly moved to a clear understanding that having created a student choice framework, it needed to make sure that the choice was an informed one. The need to address the whole student guidance and support framework was the real challenge.

Theory of Rowley, (1996). According to his “Proactive Model” and also known as the “amoeba model”. It responds to the environment in which it exists, constantly adapting to requirements and allowing students to access a range of support from pre-entry to post-exist. It enables students to understand how to learn, so that they can genuinely take responsibility for their own learning. It is described as “new collegialism” its characteristics focus on student learning experience and a focus on the process and the outcomes of higher education. It is outward looking and responsive. It becomes more student-centered by being more issues-focused, thereby changing from a reactive service to a proactive service, it actively addresses the issues that users (students, employers, the community) identify.

Critical Analysis of the Theories and Studies on the Functions of Thai Private Universities

Table 2.3 and Table 2.4 had shown the critical analysis of the theories and studies. Using the modal method, the selected authors had revealed that they had similarities and differences thus forming a generic set of sub-variables to be measured under the main variable: teaching strategies, research and development, social service and support and promotion of Thai art and culture.

Table 2.3 Tabular Presentation/Critical Analysis of the Theories and Studies on the Functions of Thai Private Universities

Theory/Author		Var. 1	Var. 2	Var. 3	Var. 4	Var. 5
		teaching	research &	social	support &	strengthen
		strategies	dev't	service	promotion	organ.
					of Thai art	capacities

					& Culture	
xxxxxx		xxxxxx		xxxxx		xxxxx
1. Theory of Gillett & Aitkenhead 1987	teaching strategies	quality of research (contract & consulting	short courses			
2. Theory of Coffield Williamson, 1997	teaching strategies	curriculum dev't	social service to customers			management structure
	lifelong learning					
	MAST/RMT					
3. Theory of Layer 1995	modern teaching	flexible curriculum	support & guidance to students			
4. Theory of Rowley 1996	teaching strategy	appropriate modules				
	Proactive Model	for study				
5. Studies of the Eight National Educ. Dev't Plan (1997-2001)	learner-centered teaching strategies	research agenda in international forums (focus on science	participation in social service	participation intern'l activities (festivals & cultural prog.	Strengthen Organ. capacities	

Table 2.4. Selection of the Generic Set of Sub-Variable on the Functions of Thai Private Universities

Selected sub-Variables				Theory/Studies/Variable No. /Rank	
1. Teaching Strategies		T1V1, T2V1, T3V1, T4V1, S1V1	1	5 authors	
2. Research and development		T1V2, T2V2, T3V2, T4V2, S1V2	2	5 authors	
3. Social Service		T1V3, T2,V3, T3V3, S1V3	3	4 authors	
4. Part. To international activities		S1V4	5	1 author	
5. Strengthen organization capacities		S1V5	6	1 author	
6. Involvement in community based projects		S1V6	7	1 author	
7. Support & promotion to Thai art & culture		S1V7	4	1 author	

Selected Generic Set of Sub-Variables on the Function of TPU's

Teaching strategies. Different universities had different strategies: innovative student centered teaching and participation to international activities; state of art education in language and cybertechnology and participation in leadership training and other personal upgrading classes.

Research and development. It has many purposes such as for academic review: an original investigation undertaken in order to gain knowledge and understanding; in humanities: scholarship which leads to new or substantially improved insights (Jones, 1989). It also refers to the promotion of research in all disciplines/courses, discussion of research agenda in international forums and the diversification of researches through the demands of the world of work.

Social service. The trend today in universities is to have student support programs like social service to the community near their institutions. These are involvement on community based projects, area based community services which the student participates to get an exposure or experience which are conducted by social service oriented associations.

Support and promotion of Thai art and culture. The Ministry of Education had embodied in their development plan that university students should have patronage and support Thai art and culture through their participation during festivals and cultural shows and also the integration of Thai Culture in the university curriculum.

CORPORATIZATION OF STATE COLLEGES AND UNIVERSITIES

Features on the Corporatization of State Colleges and Universities

The trend today demonstrates that universities are managing innovations and change from within universities and colleges. There's a timely move to corporatized the government managed institutions. This refers to new directions, curriculum development, management structure and financial arrangements.

Theories and Studies Related to the Corporatization of State Colleges and Universities

Theory of Bargh, Scott & Smith (1996). They conducted a research on the reform of corporate governance on Britain's Higher Education. It was a corporate system characterized by globalization (successful companies are no longer "national"), its finance covers (instant capital and cash flows), for organizational restructuring or the reconfiguration (downsizing and outsourcing) of capital, institutional volatility (the life-cycle of companies has been radically compressed); the acceleration of production (manufacturing, just-in-time stock control, the shift to symbolic goods and new labor patterns (portfolio, careers, freelance contracting). These characteristics are generally taken as evidence of the emergence of a post-Fordish society. A model of corporate democracy involves shareholders in general meeting, appointing directors and receiving their account of stewardship. This model predates the evolution of well informed securities markets and the emergence of the "professional" corporate manager. It pre-dates the prevalence of institutionalized savings and investments and changing views of "stakeholders" interests in the corporation beyond those of shareholder ownership (Shaw, 1993, p. 22) The impact of these changes in corporate governance on government universities and colleges has been ambiguous. It would be wrong to conclude that reforms of corporate governance have little influence over the changing patterns of governance in higher education. It suggests an intriguing synergy between corporate and academic systems and a shift in governance and accountability; second, changes in the university are often seen as having been inspired by corporate examples. Higher education is radically transformed by the forces of massification and marketization. The universities to be corporatized is geared towards new policies and directions so as to provide world class university level and postgraduate schools and to be more responsive to market forces or towards entrepreneurship.

Theory of Tricker (1984). Tricker is primarily concerned to develop a 'collaborative model' of corporate governance, which he contrasts to outmoded "classical models" of governance of corporate enterprise in the commercial sector relies on the notion of capital as the legitimation of authority. The collaborative model provides a more fluid framework for governance as apolitical process that allows for participation of different dimensions of influence: owners, directors and management (including, when sufficiently enhanced at corporate level labor

The figure had presented the key dimensions of governing body. Two of them direction and executive management potentially overlap with management's role. It encompasses the main roles of governing bodies in universities is a principal focus of the case studies which follow. The collaboration model provides a valuable tool of analysis. First it allows to elaborate the responsibilities of councils/governing bodies against a background of greater conceptual clarity. Second it draws attention to the degree of convergence or divergence found between the ideal/typical governance model and the reality of practice. The empirical investigations attempts to establish clear accounts of

how governing bodies are selected, the roles they perform and critically the relationships between governing bodies and other key players in universities, notably executive management and academic bodies (Tricker, 1984).

Through the same model, it encourages the revision of a more adaptive curriculum to enhance greater use by students leading to their interest; management structure are reviewed to fit into the new directions thus more trust among stakeholders and transparency on the utilization of all resources.

Theory of Marginson (1997). In his study on the privatization of Australian Universities, he concluded that public-private distinctions in finance, governance or function cannot be read automatically from the juridical distinction. Each national system and each institution should be examined in context. He mentioned that it is not universally accurate to use "privitization" to signify the increase of private funding of public institutions. It signifies the "marketization" of public universities. He found out that the failure of elite and different private universities was a failure not of demand, but of the price and value of private universities relative to public suppliers. He pointed out that in developed countries sizeable private sectors need public funding. Once granted, subsidies are rarely withdrawn, generating long-term growth in the relative role of the private sector. His recommendations was the possibility of public subsidies for private universities, and/or transformation of public universities into legally private universities.

Theory of Williams (1992). He mentioned in his theory that each type of financial flow requires different arrangements for financial management, with regards to both obtaining funds and their allocation within an institution. The main requirement for internal resource allocation was set of procedures for sharing a block grant amongst major programme areas and functions and basic systems of financial audit. The procedures depended essentially on consensus, often arrived at through lengthy consultative procedures which had been described as "collegial". It explores the extent of changes in the patterns of finance, the responses of a variety of institutions which have had different degrees of success in obtaining income, explores the changing relationships between central management and operating units, and attempts to evaluate the new arrangements in terms of their academic and managerial effects (Williams, 1992, pp. 13-16).

Studies of Arcelo (1994). He cited that financing equity enhancement in higher education are for those who benefit from education at the tertiary level who are capable of participating meaningfully in higher education and complete it successfully. Access to top higher education is determined principally by the following factors such as: 1) academic preparation in the pre-collegiate levels; 2) adequate health and nutrition 3) physical proximity and 4) availability of financial support and incentives (Arcelo, 1994, pp. 132-144).

Critical Analysis of the Theories and Studies on the Corporatization of State Colleges and Universities

Table 2.5 and Table 2.6 had shown the analysis of the theories and studies. It indicated that similarities had been seen on the following sub-variables: new directions, curriculum development, management structure and financial arrangement.

Table 2.5 Tabular Presentation/Critical Analysis of the Theories and Studies on the Corporatization of State Colleges and Universities

Theory/Author		Var. 1	Var. 2	Var. 3	Var. 4	Var. 5
		new	curriculum	management	financial	capital &
		directions	development	structure	arrangement	cash flows
1. Theory of Bargh,		new policies	synergy &	professional		capital and
Scott and Smith, 1996		& directions	academic	corporate		cash flows
			systems	managers		
2. Theory of Tricker, 1984		direction	supervision	executive	accounta-	notion of
				mgt. and	bility	capital
				framework		
				governance		
3. Theory of Marginson		price &	transfor-	juridical or	public funding	
1997		value of	mation of	legal	& subsidies	
		university	academic	distinctions		
			governance			
4. Theory of Williams		evaluate		collegial	different	
1992		academic		procedures	financial	
		effects		& consensus	arrangement	
					and flow	
5. Studies of Arcelo, 1994		future	academic		availability	
		vision	preparation		of financial	
					equity	
Modal						
Method		5	4	4	4	

Table 2.6. Selection of the Generic Set of Sub-Variable on the Corporatization of State Colleges and Universities

					# of Authors
Selected sub-Variables		Theory/Studies/Variable Nos.			Freq/Rank
1. New Directions		T1 V1, T2 V1, T3 V1, T4 V1, T5 V1			5 1
2. Curriculum development		T1 V2, T2 V2, T3 V2, T5 V2			4 2
3. Management Structure		T1 V3, T2 V3, T3 V3, T4 V4			4 3
4. Financial Arrangement		T2 V4, T3 V4, T4 V4, T5 V4			4 4
5. Capital & cash flows		T1 V5, T2 V5			2
6. Changing views of stakeholders		T1 V6, T2 V6			2
7. Massification & marketization		T1 V7, T3 V7			2
8. Responsive entrepreneur		T2 V8			1
9. Relationship bet. Bodies & players		T2 V9			1
10. Internal resource allocation		T4 V10			1
XXXXX		XXXXX		XXXXX	XXXXX

Selected Generic Set of Sub-Variables on the Corporatization of State Colleges and Universities

New Directions. Many universities had realized that with the new generations of today, there is an in dire need for new policies, renewed cooperation efforts geared towards centers of educational excellence and autonomy and social responsibilities for quality education.

Curriculum development. Coping with the management of change, universities need to revise their curriculum and instruction strategies, upgrade competence through staff development and also the acquisition of modern and scientific facilities to be used in instruction.

Management structure. Planned change is the key word as it connotes the adaptation of new model of management structure, the distribution of authority and responsibility among stakeholders and the enhancement of creativity and initiatives geared towards excellence of performance by professional managers.

Financial management. The addition to more capital investment paves the way for transparency on all financial matters to promote understanding and trust among investors, proper management of financial resources and periodic review on physical accomplishments and fund utilization are required to ensure efficiency and effectiveness.

POTENTIAL OF THAI PRIVATE UNIVERSITIES

Features of the Potential of Thai Private Universities

Each university had its own way to harness their potential to maximize output. The institution had the main tasks to develop their students into a whole man which concerns their physical aspects, intellectual, emotional, mental and moral development, its topic revolves around relevance, improvement of quality education, management and financing and international cooperation.

Theories and Studies Related to the Potential of Thai Private Universities

Higher Education in the Twenty First Century (1998). Their studies has presented major issues facing higher education of today and tomorrow are the following: Relevance- it is a lifelong integration of education. To provide the young with relevant and high quality training that gives them access to the job market and to update their skills and knowledge. The development of a whole man. Relevance is a dynamic concept varying according to context and from one target group to another, with particular attention needing to be paid to minority groups. The support for research and pilot curriculum projects to facilitate access to modern technology and scientific discoveries. It can only be the outcome of dialogues and consultations among the different partners or levels of participants. It is the internalization on the human and societal values which promotes peace, democracy and protection of the environment.

The improvement of the quality of education is judged mainly on the strength of the ethical and pedagogical principles. The renewal of the curriculum and new approaches to both classroom and distance education teaching. It is the creation of a mechanism for evaluating the quality of higher education institutions and the training for staff to integrate new information and communication technologies. It is the quest for excellence and the need to establish evaluation criteria.

The sharing of responsibilities with all partners of development is essential. Government must formulate national action plans, reinforcing agencies to act as buffer between ministries and higher education institutions to provide advice, regulatory frameworks and administration of grants and financial assistance. Outside the institution, the multiplicity of partners are an established fact. Where privatization is accepted, government should provide a legal framework to regulate institutions and other management capabilities should be strengthened by recognizing the supportive role of private universities and

institutions. In the context of the style of management, the autonomy of universities and the exercise of academic freedoms must be respected.

Individual institutions must develop international linkages, support projects aiming at establishing university networks and focus priority issues in the Asia-Pacific region, encouragement for professional mobility to benefit the process of cultural integration and develop mutually accepted standards for the recognition of credentials. Each institution of higher education must envisage the creation of specialized units for managing international cooperation (Halimi, 1998).

Theory of Ecuyer and Lenn (1993). According to their book on Quality Assurance in a Changing World (1993). They concluded that quality had two interpretations: the first requires institutions to meet pre-determined standards (objective measures). Second, it relates to institutional mission. It is said to be of good quality if the institution achieves its mission and meets the expectations of its stakeholders—the students, the financial backers and society in general. It stresses the quality of the educative product as measured by the acquired knowledge of the graduates, their ease in finding work, or their social performance (Ecuyer and Lenn, 1993, p. 127-132).

Theory of Craft (1994). She mentioned in her studies that the emphasis is on the need to assure the quality of educational products, leading accrediting bodies and international exchange organizations to develop principles of good practice and codes of ethics. There are two primary objectives of quality assurance: one centered on the assurance of quality in the globalization of higher education and the other on assisting other countries to develop a program of quality assurance for their own higher education systems. The globalization of higher education has promoted interdependence and links which will continue to grow. It behoves us to be responsive to assuring quality as the paradigm continues to shift.

Theory of Williams (1992). He found out that financial management of higher education institutions has four main tasks: to encourage subsidiary units to generate income from teaching and research; allocate at least part of the surpluses arising from this income for the provision of common services and the promotion of institutional priorities; to ensure that short run income maximization does not jeopardize long-run market position by allowing quality to deteriorate and to ensure that all income are properly accounted for in accordance with legal and financial regulations (Williams, 1992, p.42). He further stated that when institutions are autonomous and incomes come from many sources in the form of payment for services rendered, they must respond to opportunities as they arise. Broad mission statements and corporate logos convey a marketing image, but these must be complemented by opportunistic policies and strategies in an ever changing market place.

Theory of Mac Taggart et.al, 1998. His theory on re-structuring was characterized by the homespun virtues of common sense, responsibility and courage in its leaders and participants. It offers a host of applicable lessons for practitioners and policy makers in larger and more complex states to get reorganization business right. Experienced academic leaders developed a blueprint for change that drew inspiration from various national agendas and unique challenges like solid broad support, a coherent and visionary agenda and an experienced staff who had personally invested in the change. Three features of the re-structuring process are : one-university concept characterized by gradual consolidation of authority; Strategic Planning Process- known as the seven-year plan- the blue print of the new system. The plan reflected the key elements of the reform literature as well as the emerging national interest in total quality improvement; Higher Education Agenda should emphasize teaching, investments in faculty development, diversity in admissions, hiring and curriculum in international opportunities, linkages and technology (MagTaggart & Associates, 1996, p.53-56).

Critical Analysis of Theories and Studies on the Potential of Thai Private Universities

Table 2.7 and Table 2.8 had shown the analysis of the theories and studies. It clearly explains that similarities were traced to come up with generalities. The sub-variables identified are: relevance, improvement of quality education, management and financing and international cooperation. This links where researchers would know which of these factors are to be measured under the main variables. Its critical in the sense that it gives a clearer understanding where the sub-variables were taken through a process of comparison. After the process only then that we are confirmed that these are the variables to be measured.

Table 2.7 Tabular Presentation/Critical Analysis of the Theories and Studies on the Potential of Thai Private Universities

Theory/Author		Var. 1	Var. 2	Var. 3	Var. 4	Var. 5
		relevance	improvement	management	international	recognition
			of quality	and	cooperation	of credentials
			education	financing		by other
						universities
XXXXXX		XXXXXXX		XXXXXX		XXXXXX
1. Studies of Higher		relevance	renewal on	legal frame-	creation of	recognition
Education in 21th Century		integration	curriculum	work for	specialized	of creditals
UNESCO, 1998		of lifelong	& new	management	units for	by other

		education	approaches	capabilities	international	universities
				& privatization	cooperation	
2. Theory of Ecuyer and		relevance	quality	managemen	promotion	predetermin
Lenn, 1993			assurance	t systems	of linkages	ed standards &
			in educ.		international	institutional
					cooperation	missions
3. Theory of Craft, 1994		relevance	assurance	financial	globalization	
		of courses	of quality	systems	on quality	
			educ.			
4. Theory of Williams		relevance	blueprint	financial	higher	
1992			for change	mgt. of	education	
				higher	agenda	
				education		
5. Theory of Mac Taggart		relevance	unique	consolidation	strategic	
et. al , 1998			challenges	of authority	planning	
					process	
xxx		xxxxx		xxxxx		xxxxx

Table 2.8. Selection of the Generic Set of Sub-Variable on the Potential of Thai Private Universities

Selected sub-Variables		Theories/Studies/Variables Nos./Rank
1. Relevance		S1V1, T1V1, T2,V1, T3 V1, T4 V1 1
2. Improvement of quality education		S1V2, T1V2, T2,V2, T3 V2, T4 V2 2
3. Management and financing		S1V3, T1V3, T2 V3, T3 V3, T4 V3 3
4. International cooperation		S1 V4, T1 V4, T2 V4, T3 V4, T4V4 4
5. Recognition of credential by other univ.		S1 V5, T1 V5
6. Estab. Priority issues		S1 V6, T1V6, T2 V6
7. Mechanism to evaluate quality education		S1V7, T1 V7
8. Meet expecctations of stakeholders		T1V8
9. Quality education product		T1 V9
10. Social performance of product		T1V10
11. Develop principles & code of ethics		T2V11
12. Paradigm continues to shift		T2 V12
13. Generate income from research & teaching		T3 V13
14. Diversity of admissions		T4 V14
15. Curriculum international opportunities		T4V15

Selected Generic Set of Sub-Variables on the Potential of Thai Private Universities

Relevance. It is coping with change on the reliability of courses offered to develop the student as a whole man, it supports for research and pilot curriculum to facilitate access to modern technology and scientific discoveries and also the internalization of the human and societal values which promotes peace, democracy and protection of the environment.

Improvement of quality education. It is sometimes known as quality assurance. The responsibility for maintaining and enhancing the quality of a product or service. Management regularly checks the validity and reliability of the systems for checking quality. It emerges as a self-critical community of students, teachers, support staff and senior managers, each contributing to and striving for continued improvement (Green, 1995). It also signifies renewal of curriculum and new approaches to both classroom and distance education teaching, it also emphasizes the creation of a mechanism for evaluating quality of institutions and training for staff to integrate new information and communication technologies in their modules.

Management and financing. This refers to autonomy of management and handling of its financial resources, the government to provide framework to regulate institutions, management capabilities be strengthened and recognition of the supportive role of private universities.

International cooperation. Universities must develop international linkages, support projects aiming for networks and focus priority issues in the Asia-Pacific Region and encouragement of professional mobility and develop mutual accepted standards for the recognition of credentials.

THE RELATIONSHIPS OF THE MAIN INDEPENDENT AND DEPENDENT VARIABLES OF THE STUDY

Theories and Studies Leading to the Relationships of the Four Main Variables

Studies of Calleja (1995). He mentioned that some universities resist the notion that education is and should be international. Systems of communications have made education subservient to their objectives and orientation. "Today, we do live in the global village". They are part and parcel of this process of "informania" which has made it imperative for

universities to consider seriously a philosophy of education with no ideological, national and cultural boundaries. Students to think globally but to act locally. It is holistic, nurturing respect for the concept of interdependence and for the global community of humankind.

The above mentioned study had emphasized that new environments facing TPU's had a relationship to the potential of TPU's.

Theory of John (1994). He revealed that Human Capital Theory evolved around the individual's return on investment which includes gains in lifetime earnings, society's return from the public investment is gains in the state or national product, student aid functions as a means of reducing individual costs for needy students. It has been frequently used in planning and budgeting and the formulation of proposals for the financing of higher education.

This theory relates that new directions on teaching strategies would enable the government and private sector to work hand in hand to find means and ways towards better management and financing for higher education. It relates to corporatization and potentials of universities.

Theory of Lenington (1996). He mentioned that management of higher education should concentrate on the primary constituent, the students, its societal mission is to educate the student. The student is the potential customer when recruited, a client for two or four , or more years while enrolled, and, upon graduation, the product of the industry of higher education. He mentioned that after 350 years, higher education is entering a new era of serious competition. He predicted that many institutions will cease to exist, and others will merge to form stronger organizations. Higher education will learn that the customer is king. He emphasized that it will be an era of detailed strategic planning, competitive marketing and professional management is in the process of developing in higher education (Lenington, 1996 p.10).

Theory of Sims and Sims (1995). Their research on TQM revealed that the extent of TQM involvement of colleges and universities will depend on each campus's dedication to continuous improvement and to a progressive faculty and administration. The overall objective should be to do what is best for the student.

Studies of Phillips (1995), His research revealed that the key to the future success of higher education is to balance the two factors: the need for the imaginative delivery of education opportunities to meet the needs of lifelong learning and the pressures to conform to traditional standards in teaching and learning. The prospects for the next few years is that quality rather than growth will make higher education more in-ward looking and conservative.

Studies of Benjamin (1996). His research revealed that Higher Education live in challenging times with continuing downward pressures on resources. The challenge for finance professionals and for higher education managers will be to manage an environment where financial regulations are maintained where probity and stewardship of public money and the avoidance of the “sleaze factor” are sustained, while simultaneously high quality financial management is ensured through timely and accurate financial reporting and professional support

INTELLECTUAL AND SPIRITUAL VALUES

Features of Intellectual and Spiritual Values

Values. According to Barker et. al, (1992), he defined as things which are considered “good” in themselves (such as beauty, truth, love, honesty and loyalty) and as personal or social preference; Rath, Harmin and Simon (1966), described values as beliefs, attitudes or feelings that an individual is proud of, is willing to publicly affirm, has chosen thoughtfully from alternatives without persuasion and acted on repeatedly; Fraenkel (1977) considers values as being both emotional commitments and ideas about worth.

It is defined by Kirshenbaun (1995), that values belongs to the domain of what is preferred and desirable distinct from morals which belongs to the domain of right and wrong. It refers to principles, fundamental convictions, ideals, standards which act at general guides to behavior or as points of reference in decision making or the evaluation of beliefs or action and which are closely connected to personal integrity and personal identity. Golnick (1990), defined as it is determined initially by our culture. It is a conception of what is desirable and important to us or a group. Our values influence such as factors as prestige, status, family, loyalty, love of country, religious belief and honor.

Many writers or authors usually used the words intellectual and spiritual values as a compound subject. These two are interchangeable. Intellectual are those which pertains to the mind while spiritual are those which pertains to body and soul.

Intellectual values. These are values which are founded by logic or rational thinking. Some said that it is the revolutions of opinions. It goes with laws of mental evolution making use of logic: 1) that in education, we should proceed with simple to the complex, an advance from the indefinite to the definite; from concrete to the abstract, mode and arrangement, empirical to the rational, process of self development be encouraged and pleasurable excitement.

Spiritual values. These values are founded my the elements of morals or morality. The spirit of discipline, the attachment to social groups, autonomy or self determination. Morality is currently designated by the word “ good and

duty” Duty is morality insofar as it commands. It is conceived as an authority that we must obey. Good is morality conceived as a desirable thing that attracts our will to it spontaneously, quickening our desire for it. Morality appears under double aspect: an imperative law which demands complete obedience of us and a splendid ideal, to which we spontaneously aspire (Durkheim, 1961).

Theories and Studies Related to Intellectual and Spiritual Values

Theory of Kohlberg's (1984). His theory revolutionizes on the understanding of moral values. He found out that moral development occurs in a specific sequence of stages regardless of culture or sub-culture, continent or country. He divided his theory into six stages: **Pre-conditional moral values** resides in external, quasi-physical happenings, in bad acts, or in quasi-physical needs rather than in persons and standards. **Stage 1.** It is concern about self. Obedience to a power authority. Fear of punishment dominates motives. One sees oneself as being dominated by other forces. Actions are judged in terms of their physical consequences. **Stage 2.** One way concern about another person (what she/he can do for me, how we can agree to act so, I will benefit). The basic benefit is to satisfy my own needs. **Conventional moral values** reside in performing good or right roles in meeting other's expectations. **Stage 3.** It refers about groups of people and conformity to group norms. There is two-way relationships (we are good to each other). Motive is to be nice guy/gal to be accepted. Affection plays a strong role of a society. **Stage 4.** It concerns for order of society. Honor and duty come from keeping the rules of the society. The focus come from keeping the rules of the society. The focus is preserving the society (not just obeying). **Post conventional moral values.** It is derived from principles which can be applied universally. **Stage 5.** It is a social contract, legalistic orientation. What is right is what the whole society decides. The society can change standards by everyone agreeing to the change. **Stage 6.** Universal ethical principles. What is right is a decision of one's conscience based on ideas about rightness that apply to everyone (all nations, people). These are called ethical principles. It is different from a rule. A rule is specific (thou shalt not kill). An ethical principle is general (all persons are created equal. The most important ethical principles deal with justice, equality and the dignity of all people. These principles are higher than any given law.

Theory of Parker (1931). His theory had distinguished two kinds of values-real life and imagination. Real life are health and comfort, ambition, love and friendship, ethical or moral knowledge, technological (efficiency) and Imagination are play, art and religion. The real life values are values which refers to the physical needs of the individual /person. The imagination are those which pertains to intangible things in the cultivation of the mind.

Theory of Jarett (1991). He revealed that moral is the aesthetic, the intellectual, the religious, the economic, the political, the legal, the etiquette or custom. He mentioned that these typologies do not include sensual values. He

projected for the moral and ethical values. To him, these are the logical divisions of which values should be taught and inculcated to students.

The Philosophy of Socrates, Aristotle and the Ancient Greek. Socrates philosophy were two elements of morality and logic. They were seen as congruent when moral issues were considered, logic was called upon as the basis for action and decisions. Socrates had the notion that we all want and seek "the good" but lack of logic leads to our doing things which we ought not to do. Therefore, people are required to clarify their thinking logically. Values teaching may involve values clarification, critical thinking exercises and conversation in which values position are articulated and critically appraised.

Aristotle was concerned with moral virtues which included friendliness, honesty, justice and courage patience, hard work. Teaching values would mean teaching and contrasting behaviors and actions, role plays and debates.

The Cyreniacs claimed that the art of living is through the enjoyment of each moment through the pleasures of the senses and the intellect. Likewise the Epicureans is the attainment of enduring pleasures and avoidance of pain, stressing the role of prudence and discipline in securing the supreme good. Moreover, Bantham claimed that there are two masters governing the universe: pleasure and pain (Dictionary of Philosophy, 1979).

Theory of Thurstone (1955). One of the developers of the factor approach to understanding intelligence. He gave different treat of special abilities to large groups of students and separated those test scores. He found out that there were only seven underlying correlated groupings: verbal comprehensions, word fluency, numerical ability, spatial visualization, associative memory, perceptual speed and reasoning.

Studies of Ling, et.al (1991). They conducted a study in Australia on values education and their findings showed that values dimension were on: tolerance, respect for individuals, cultural issues, the right of every person to an effective education, school mission and statements, personal beliefs and values, equal opportunity and equity. Religious belief play the principles of decisions of teachers about values. They also stressed on mutual respect, honesty, fairness and justice, student background, freedom of speech and beliefs, moral values, reflect on core issues of the society and care for the independent learning of the student.

On the cultural aspect, the responses of respondents were on: equality and social justice, value of ethnicity and cultural diversity, awareness and action on gender equity and access and participation in social processes for all individual and groups, freedom and influence of parents and aspirations of parents.

On the same study, the five most important values which values education should address are : tolerance for others, respect for self and others, equal opportunity and gender equity. The interpretation of Australian findings stated that some respondents from specific groups stated that values should be taught in conjunction with religion and through religion. They emphasized that through religion, religious values were seen as the basis for all life values. Hill, 1991, concluded that the common or universal values are under the principles of social justice and inalienable rights of human beings which could be construed to moral universalism.

Studies of Killeavy (1991). The study of the **Irish context** showed that the most frequently cited values which the school should address are: care for others, kindness, tolerance, honesty, fairness, ability to cooperate, pride in one self/self respect, encouragement/positive reinforcement, understanding of children, independence of thought and current social and political issues. In conjunction with the same research, the most frequently suggested strategies in values education are debate, quizzes, discussions, projects, discovery learning, drama, story telling, role play, treating students equally and respecting their opinions, code of behavior, fair play, explaining and questioning, religious education and individualized work of students (Stephenson et. al, 1998).

Studies of Razdevsek et. al (1993). His studies was conducted in **Slovenia**. (new European state as its independence was granted in 1991). Musek (1991), defined values as the influence on the individual when making choices between possible actions or when giving priority to certain ideas and judging certain events. In her research, she unified into hierarchical structure with two value super-dimension and four categories of value types and nine value orientations: the two super-dimensions are: **Dionysian Values and Apollonian Values**. Under the Dionysian, there are two categories: hedonistic and potency values while the Apollonian values consist of moral values and fulfillment values. With value orientation: hedonistic has sensual values and potency values as status values. On the other hand, moral values has patriotic values, democratic values and traditional moral values. For the fulfillment values, its has cultural values, religious values, conceptual values and self-actualizing values.

Under the hedonistic value, the sensual values are: exciting life and enjoyment; the status values are: success, reputation and power. Under the Apollonian values: the traditional moral values are: honesty, solidarity, altruism and diligence; democratic values are: equality, tolerance, peace, human rights and rights of children; religious values are: God and church; conceptual values are: truth, wisdom and art; self actualization are: family happiness and health orientation and security (ecology orientation) and cultural values are: family school, social environment, media, religion, national identity, state and political parties and culture not only national.

As part of their research their findings on how to impart values education, the responses are: explanation, discussion, demonstration, analyzing concrete examples, literary texts, group work, practical work and teacher as a role model.

Studies of Stephenson (1994). Her research was conducted in **England**. Her findings showed that on the most important values school should address are: caring/compassion, race, respect for all, social structure, gender, class, tolerance, honesty, responsibility, respect for society/property, enthusiasm and equality. Strategies she mentioned for classroom is divided into two. Informal and formal. On informal- praising, using good example, talking about attitudes, expectations of standards, classroom organizations, seating plan, criticizing, positive work/behavior attitudes, inclusion in lessons, group work, rewards, national curriculum and role play. On the formal approach : discussion, planning through stories, curriculum permutation, school policies, assemblies, drama, personal and social selective questioning, history, topic choice and role play.

Critical Analysis of the Theories and Studies on Intellectual and Spiritual Values

Please refer to Table 2.9. Table showed the summarized generic set as there were 112 variables to chose from: For conceptual values: there was 12 values mentioned; self actualization: 12 values; cultural values: 10 values; status values: 5 values; sensual values: 9 values; traditional moral values: 21 values; religious values: 15 values; patriotic values: 9 values; democratic values: 11 values. After a frequency count as mentioned by the authors, ranking was done to come up with selected variables as basis for the questionnaire.

There were 112 variables categorized based from the Dionysian and Apollonian Values.

After the selection and ranking, 25 values for intellectual and also 25 values for the spiritual values. Note the researcher did not present it anymore as it was a long, long table to be attached. It deals with the same procedure just like the above mentioned main variables of the study.

Table 2.9 Summary of selected generic for Intellectual & Spiritual Values

Dionysian/ Apollonian Values	Intellectual Values	Dionysian/A pollonian Values	Spiritual Values
Conceptual Values	Critical thinking	Traditional moral values	Tolerance
	Intellectual integrity		Kindness
	Culture of proper		Honesty

	speech		
	Truth at Universal application		Helpfulness
	Arts		Respect
Self Actualization	Self-respect/esteem		Responsibilities
	Health Orientation		Diligence
	Social Environment		Altruism
	Family happiness		Solidarity
			Patience
Cultural Values	Gender equity	Religious values	Belief in God
	Group norms		Freedom for religious & Spiritual beliefs
	Good human relations		Faith and love for religion
	Universal ethics		Church
	Cultural issues		Commandments of God
	Etiquette and customs	Patriotic values	Love for peace
Status values	Access and part. & social processes		Love for country
	Obedience to power and authority		National identity
	Success factors		Concern for people and land
	Reputation factors		Patriotism
	Economic status	Democratic Values	Equality and social justice
Sensual values	Exciting life		Respect for others rights
	Enjoyment of a good life		Civil behavior/order of society
	Love for friendship		Human rights
	Play		Rights for children
	Beauty of nature Pleasures of life		

Selection of the Generic Set of Sub Variables on Intellectual and Spiritual Values

Conceptual Values. These are key ideas or notion in making judgement about values statements, putting them into practice in the provision of educational opportunities and experiences (Halstead & Taylor, 1996, p. 140). They refer to critical thinking, intellectual integrity, culture of proper speech, truth, wisdom and arts (Stephenson, et. al., 1998, p. 101).

Self-actualization values. These values are turned into action or fact. According to Maslow's hierarchy of needs, it is the need to develop ones fullest potential (Nickels & Mc Hugh, 1999, p. 292).

Cultural values. These are set of values, attitudes and ways of doing things that result from belonging to a certain ethnic group, religious group, racial group or other groups which one closely identifies them (Nickels & Mc Hugh, 1999, p. 396).

Status values. These are values which includes access and participation to social processes, obedience to power and authority, success factors, reputation factors and economic status.

Sensual values. They are values which are exciting life, pleasures, enjoyment of good life, love for friendship, play and beauty of nature.

Traditional moral values. It refers primarily to the regulations and ethics associated with the various religious denominations in the state (Stephenson, et. al., 1998, p.85).

Religious values. These are values which teaches the views and beliefs of a certain religion (Stephenson, et. al., 1998, p.73).

Patriotic values. These values are those that relates to "love of ones country". It clusters around the idea of citizenship, participation, the sense of being a part, people are partners in government, to whom and from whom in the end answerable for ultimate support and title to govern (Halstead & Taylor, 1996, p.75).

Democratic values. These are values which provides a clarification of the role of the state and the law. It provides the means of protecting public interests and ensuring social justice. The law exists to maintain order in society by protecting persons and property and to prevent harm (Halstead & Taylor, 1996, p.21).

From the about review of literature and related studies, it had given a broad perspective to know which are the real sub-variables under the main variables.

It presented various theories and studies related to the main variable. Only then that the researchers could based its selection on the variables as it has been frequently mentioned by the authors. The similarities had formed the generic set which form part of the conceptual framework of the study.

The Review of Literature had cleared the similarities and differences of the theories and studies conducted on the same topic or variable. Thus the researchers were able to point which are the sub-variables and sub-sub-variables to be considered in the study.

3. RESEARCH FRAMEWORKS

This chapter will discuss the theoretical framework, conceptual framework, research hypotheses and the operationalization of the independent and dependent variables of the study.

THEORETICAL FRAMEWORK OF THE STUDY

Theoretical Model of New Environments Facing Thai Private Universities

From the review of literature and related studies, the theoretical model came from the **Studies of Higher Education of the Twenty-first Century, (Vision and Action, UNESCO,1998)**. Please refer to Table 2.1 and Table 2.2. Tabular Presentation and Selection of Generic Set on the New Environments Facing Thai Private Universities.

Studies of Higher Education of the Twenty-first Century indicated that the thrusts on education revolves around the sharing of ideas all over the planet earth. The world was considered a small village that we could share resources that we had. It had confirmed that democracy is vital in order that nations could be autonomous to developed their own resources, progress of science and technology are also bringing all nations together to explore and discover new innovations to uplift the standards of living of the whole humankind; natural physical environment should be preserved to maintain our ecological balance, graduates of institutions should also be ready to qualify for the requirements of the world of work, brain drain is also a critical factor as those who finished their education wants high paying jobs thus migrate to other countries for better opportunities and lastly, it indicated that culture of peace should also be maintained to assure stability, unity and progress among nations, communities, groups and individuals.

Theoretical Model of the Functions of Thai Private Universities

The critical analysis would show us that the theoretical model was patterned from the **Eight National Education Development Plan (1997-2001)**. Please

refer to Table 2.2 and Table 2.3 Tabular presentation and Selection of the Generic Set on the Functions of Thai Private Universities.

As described in the National educational development plan, studies showed that teaching strategies are crucial in the development of learners, research and development plays a vital role to explore new ideas and inventions to enhance a better understanding of the educative world of learners. It's a lifelong vocation to reach their intellectual development through research; social service is also necessary to boost the moral of community development workers. To emerge better experience and exposure on real world situations. It also emphasized the support and promotion of Thai art culture and as the saying goes that "patronage" brings forth preservation of culture, values and beliefs which was passed on from generations to generations.

Theoretical Model of the Corporatization of State Colleges and Universities.

The review of literature had been patterned from the **Theory of Tricker on the Dimensions of Governance (1984)**. Please refer to Table 2.5 and Table 2.6 Tabular Presentation and Selection of Generic Set on the Corporatization of State Colleges and Universities.

The theory encompassess that to uphold change and development of government or privately managed universities, emphasis would revolve on new directions on collaboration of all players in the new management systems, executive systems not to overlap with management roles but to complement and support each other. The professional managers brings about new curriculum relevant to the world of the student, structures fitted for more effectiveness and efficiency, financial arrangement are clear and promotes trust and cooperation.

Theoretical Model of the Potential of Thai Private Universities

The model was patterned from the **Studies of Higher Eduaction in the 21th Century**. Please refer to Table 2.7 and Table 2.8 Tabular Presentation and Selection of the Generic Set on the Potential of Thai Private Universities.

Higher Education in the 21th Century imbibes universities and institutions relevance of course offerings which will bring about appropriate knowledge and skills needed in employment; the improvement of quality education through quality assurance. Management and financing has also a vital role to play which brings about innovations on curriculum, facilities and other technologies to enhance capacities of individuals. International cooperation to promote camaraderie, global issues, unified system of information and partnerships.

CONCEPTUAL FRAMEWORK OF THE STUDY

The figure below presents the conceptual framework of the study. It was based from the review of literature and related studies. A critical analysis of the theories and studies had been done by looking into the similarities and differences of the different authors to come up with the generic set of sub-variables forming the conceptual framework. The researchers made use of the **Three- some Multiple Causes Framework**. Please refer to Figure 3.1.

Independent Variables

Dependent Variable

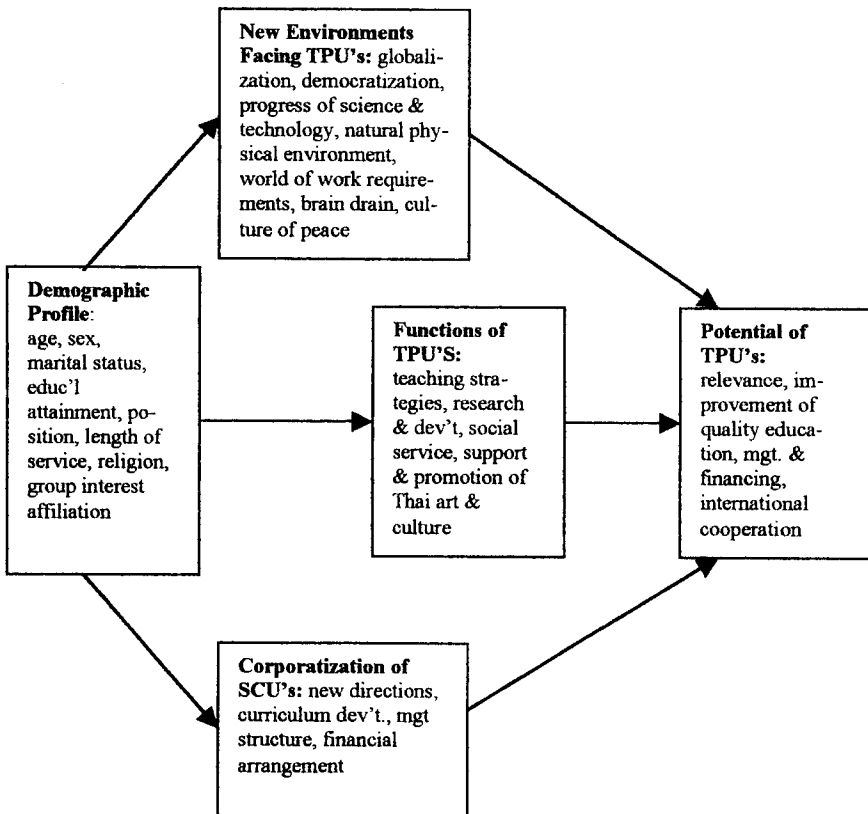


Figure 3.1 Conceptual Framework of the Study

Independent Variables

In the study there are **four** independent variables. The **first** independent variable was the **Demographic Profile of Respondents** and its sub-variables are age,

sex, marital status, educational attainment, position, length of service, religion and group interest affiliation.

The **second** independent variable was the **New Environments Facing Thai Private Universities (2001-2020)** and its sub-variables are globalization, democratization, the progress of science and technology, the natural physical environment, the requirements of the world of work, the brain drain and culture of peace.

The **third** independent variable was the **Functions of Thai Private Universities** and its sub-variables are teaching strategies, research and development, social service and support and promotion of Thai Art and culture.

The **fourth** independent variable was the **Corporatization to State Colleges and Universities** and its sub-variables are new directions, curriculum development, management structure and financial arrangement.

The Dependent Variable

The **main** dependent variable was the **Potential of Thai Private Universities**. Its sub-variables are the major challenges on: relevance, improvement of quality education, management and financing and international cooperation.

RESEARCH HYPOTHESES

The researchers wanted to prove the following relationships and correlations among the variables of the study.

Ha1. There are significant relationships between demographic profile to the New Environments Facing Thai Private Universities, Functions of Thai Private Universities and Corporatization of State Colleges and Universities

Ha2. There are positive correlations between New Environments Facing Thai Private Universities, Functions of Thai Private Universities and the Corporatization of State Colleges and Universities to the Potential of Thai Private Universities.

Ha3. There are significant differences on the responses of the two level of respondents in terms of the New Environments Facing Thai Private Universities, Functions of Thai Private Universities, Corporatization of State Colleges and Universities and Potential of Thai Private Universities.

OPERATIONALIZATION OF THE VARIABLES

Proxies/sub-sub-variables on the new environments facing Thai private universities

Attached are list of proxies or sub-sub-variables which was translated or operationalized into action. This was the basis for the formulation of the questionnaire. Please refer to Table 3.1.

Table 3.1 Proxies/sub-sub-variables on the New Environments Facing Thai Private Universities

Sub-Variables of New Environments Facing Thai Private Universities	Proxies/sub-sub variables as operationalized to formulate the questionnaire
Globalization	International solidarity; human exchanges and circulation of ideas in a new and stimulating context and ensure its own transformation through research and training
Democratization	Extension of the rule of law on democracy; promotion and preservation of democracy; empowerment of women through the access to positions / responsibility
Progress of Science & technology	Ethical issues in the conduct of scientific research; acquisition & advancement of communication technologies; achievements of science and sustainable development of natural resources
Natural physical environment	Damage done on Ecological environment; increase population growth, galloping urbanization trends
Requirements of the world of work	Decline of agriculture and industry; evolution of the economy and progress of the service sector; structure of the job market and unemployment
The brain drain	Brain drain as a problem; source of intellectual enrichment; take part in economic, social and cultural development of another country and not the country of origin
Culture of peace	Acts of violence perpetuated by many countries; develop the culture of peace among youths, development of new vision and function

Proxies/Sub-sub-variables on the functions of Thai private universities

Attached are list of proxies/sub-sub-variables which was translated into action and this was the basis in the formulation of the questionnaire. Please refer to Table 3.2.

Table 3.2. Proxies/Sub-sub-variables on the Functions of Thai Private Universities

Sub-Variables of the Functions of Thai Private Universities	Proxies/Sub-sub-variables as operationalized to formulate the questionnaire
Teaching Strategies	Innovative student centered teaching and participation to international activities; state of art education in language & cybertechnology; participation in leadership training and other personal upgrading classes
Research and development	Promotion in all disciplines or courses; discussion of research agenda through international forums and with UNESCO; diversification of researches through the demands of the world of work
Social Service	Involvement on community based projects; area based community planning services; participation of social service oriented associations
Support and promotion of Thai art and culture	Patronage and support to Thai art products; preservation of Thai culture through Thai festivals and cultural shows; integration of Thai art culture in the curriculum

Proxies/Sub-sub-variables on the corporatization of state colleges and universities

Attached are the list of proxies/sub-sub-variables which were translated into action and this was the basis in the formulation of the questionnaire. Please refer to Table 3.3.

Table 3.3 Proxies/Sub-sub-variables on the Corporatization of State Colleges and Universities

Sub-Variables on the Corporatization of State Colleges and Universities	Proxies/Sub-sub-variables as operationalized to formulate the questionnaire
New Directions	New policies and strategies; renewed cooperation efforts geared towards centers of excellence and autonomy and social responsibility
Curriculum Development	Revised curriculum instructions; competence through staff development; modernized facilities
Management Structure	Adaptation of a new model of structure; distribution of authority and responsibility; enhances creativity and initiatives geared through excellence of performance
Financial Arrangement	Transparency on all financial matters to promote understanding and trust; proper management of financial resources, periodically reviews physical accomplishments versus fund utilization

Proxies/Sub-sub-variables on the potential of Thai private universities

Attached are list of proxies/sub-sub-variables which were translated into action and this was the basis in the formulation of the questionnaire. Please refer to Table 3.4.

Table 3.4 Proxies/Sub-sub-variables on the Potential of Thai Private Universities

Sub-Variables on the Potential of Thai Private Universities	Proxies/Sub-sub-variables as operationalized to formulate the questionnaire
Relevance	The development of the whole man; the physical, intellectual, emotional, mental and moral development; support for research and pilot curriculum projects to facilitate access to modern technology and scientific discoveries; internalization on the human and societal values which promotes peace, democracy and protection of the environment
Improvement of quality education	Renewal of the curriculum and new approaches to both classroom and distance education teaching; creation of a mechanism for evaluating

	the quality of higher education institutions; training for staff to integrate new information and communication technologies
Management and Financing	Autonomy of management and handling of its financial resources; where privatization is accepted, government to provide legal framework to regulate institutions; management capabilities should be strengthened and recognizing the supportive role of private universities and institutions
International Cooperation	Institutions must develop international linkages such as exchange for staff and students for academic cooperation; support projects aiming at establishing or strengthening university networks and focus to priority issues in the Asia-Pacific Region; Encouragement for professional mobility to benefit the process of cultural integration and develop mutual accepted standard for the recognition of credentials

From the above mentioned proxies/sub-sub-variables, the Questionnaire was formulated. It was translated into action to evoke the necessary information from the respondents. Please refer to the attached sample questionnaire.

4. *RESEARCH METHODOLOGY*

This chapter will discuss the research methods used, the respondents and sampling procedures, the research instrument /questionnaire, the collection of data/ gathering procedures and the statistical treatment of data.

RESEARCH METHODS USED

The researchers made use of **descriptive research and the correlational research**. The descriptive research was used to describe the different stages of the research.

Descriptive Research is referred to as an approach that attempts to describe data. It is either quantitative or qualitative. Data are reported in tables organized to give a suitable overall picture at a glance. They are also presented in matrices or frameworks which convey data characteristics for sub-groups or different cells in the framework. Summary statistics which was used are means, standard deviations and other measures of normalcy. It also covered the demographic profile of respondents to assess their characteristics.

The correlational research was also used. It involves the calculation of correlation coefficient, which measured the extent of which variables vary. It is one way of describing quantitative terms, the degree to which variables are related.

RESPONDENTS AND SAMPLING PROCEDURES

The respondents was composed of two levels: The **primary respondents** are the School Administrators (Presidents, Vice Presidents, Deans of Faculty Programs/Owners/Stockholders) of private universities/institutions. The **secondary respondents** are the Professors, Instructors and Staff of private universities/institutions.

According to Anderson (1996), his Theoretical Sample Sizes for Different Sizes of Population and a 95% Level of Certainty, a population of 25,000,000 at 5% tolerable error, a researcher may take 384 respondents. The sampling frame of the study came from list of private universities/ institutions as registered from the Ministry University Affairs. At present there are thirty-five (35)

universities/ institutions registered. There were 11 respondent private universities and institutions under the MUA which represented 34 percent of total number. Actual respondents were 336 from the 440 distributed questionnaires having a 76.4 response rate.

As to the sampling procedure, **Cluster sampling** was used in the study. The sample respondents from each group must be at least 25 respondents. Each university/institution was given 50 questionnaires each. The criteria for selection was based on the knowledge and skills of the respondent. S/he should be able to read, write and can comprehend the questions asked in the questionnaire. They should come or work with the private university or institution.

RESEARCH INSTRUMENT/QUESTIONNAIRE

The same questionnaire was used by the two level of respondents. The questionnaire was composed of the following parts:

Part 1- Demographic Profile of Respondents

Part 2- Perceptions on the New Environments Facing Thai Private Universities; Functions of Thai Private Universities; Corporatization of State Colleges and Universities; Potential of Thai Private Universities;

Part 3- Perceptions on the Future Directions and Anticipated Problems (Year 2001-2020)

Basing from the statement of the problem, the following questions was answered:

Question No. 1: it was answered by Part 1

Question No. 2: it was answered by Part 3

Question No. 3: it was answered by Part 2

Question No. 4: it was answered by Part 2

Question No. 5: it was answered by Part 2

Question No. 6: it was answered by Part 2

Question No. 7: it was answered by Part 2

Question No. 8: it was answered by Part 2

Question No. 9: it was answered by Part 2

DATA COLLECTION/ GATHERING PROCEDURES

There are two phases in the collection of the data, the first phase was during the gathering of the review of literature and related studies. The second was the actual floating/administration of the questionnaire.

The primary data was gathered from the primary respondents through the questionnaire and some brief interviews with the respondents.

The secondary data came from books, journals and other reading materials as provided by Assumption University Library, Ministry of University Affairs and the Ministry of Education.

STATISTICAL TREATMENT OF DATA

As a counter check on the appropriateness of the statistical treatment of data, the following are the Statistics used based from the Statement of the Problem and Research Hypotheses:

Question No. 1 – the use of frequency analysis (distribution tables)

Question No. 2 – the use of frequency analysis and ranking (distribution tables)

Question No. 3 – the use of average weighted mean (5 points Likert's scale),

Question No. 4 – the use of average weighted mean (5 points Likert's scale),

Question No. 5 – the use of average weighted mean (5 points Likert's scale),

Question No. 6 – the use of average weighted mean (5 points Likert's scale),

Question No. 7 – use of Eta and Eta Square

Question No. 8 – Pearson Correlation Coefficient (Pearson r)

Question No. 9 – Analysis of Variance (ANOVA)

For verification of the outcome, please refer to Chapter 5.

5. PRESENTATION OF DATA AND CRITICAL DISCUSSION OF RESULTS

This chapter presents the analysis of data derived from the returned questionnaires from the respondents. It presents the data on demographic profile, the perceptions of respondents on the four main variables, the relationships, correlations and differences of responses of respondents based on the four main variables.

Below are the universities/institutions where the research data was collected. There was 76.4% response rate based on the number of questionnaires distributed. A pre-test was also conducted prior to the administration of the questionnaire to the respondents.

UNIVERSITIES/ INSTITUTIONS INCLUDED IN THE SURVEY/ RESEARCH

Name of PrivateUniversity/ Institution	No. of Respondents/ Returned Questionnaires
1. Saint John's University	33
2. Sripatum University	41
3. The University of Thai Chamber of Commerce	28
4. Dhurakijpundit University	16
5. Hua Chiew Chalermprakiet University	32
6. Bangkok University	34
7. Rangsit University	27
8. Mahanakorn University of Technology	23
9. Kasem Bundit University	30
10. South East Asia University	34
11. Assumption University (Host Researcher)	38
Total	336

The pre-test was done at Assumption University for 30 respondents from professors, instructors, staff and students.

DEMOGRAPHIC PROFILE OF RESPONDENTS

Age. Table 5.1.1 showed that majority of the age range of the respondents were from 31-40 years represented by 39.2 percent, followed by 41-50 years

represented by 22.0 percent, followed by 21-30 years represented by 20.8 and 51 years and above were the smallest group represented by 18.1 percent

Sex. Among the respondents, male respondents were 145 represented by 43.9 percent and female respondents were 185 represented by 56.1 percent as shown in Table 5.1.2.

Marital Status. As shown in Table 5.1.3, **The married group was the largest group represented by 52.3 percent**, followed by single status represented by 44.7 percent, followed by widow/widower and divorced represented by 1.5 percent each.

Educational Attainment. As shown in Table 5.1.4, majority of the respondents had **finished masters' degree represented by 70.6 percent**, followed by doctorate degree represented by 21.0 percent, followed by college graduate represented by 5.7 percent followed by other course represented by 1.5 percent and the last group came from college undergraduate represented by 1.2 percent.

Position of respondents. Most of the respondents were **professors/instructors/staff which was represented by 81.9 percent**. The second most largest came from deans represented by 9.7 percent followed by vice presidents represented by 6.0 percent, then presidents represented by 2.1 percent and the smallest group was owner/ stockholder represented by .3 percent as shown in Table 5.1.5.

Length of Service in the Organization. As shown in Table 5.1.6, the respondents were **working with their organizations from five years & above which was represented by 28.4 percent**, followed by 6-10 years represented by 28.4 percent, followed by 11-15 years represented by 13.3 percent, followed by 16-20 years represented by 7.3 percent and the last was 21 years & above with 6.9 percent.

Religion. The largest group belonged to **buddish represented by 86.1 percent**, followed by catholics represented by 6.6, followed by protestants represented by 3.9 percent and others was represented by 3.3 percent as shown in Table 5.1.7.

Group Interest Affiliation. As shown in Table 5.1.8, the largest group was represented by **business oriented group with 39.7 percent**, followed by family oriented represented by 37.4 percent, followed by others with 12.8 percent, followed by religious oriented with 7.9 percent, combination of three was represented by 2.2 percent.

Membership of a Community Group. As shown in table 5.1.9, the respondents were affiliated with the **professional group represented by 34.2 percent**,

followed by Non-government organizations represented by 27.9 percent, followed by business with 13.5 percent, followed by civic with 7.7 percent, religious with 4.1 percent and lastly were the government officials with 1.4 percent and others with 10.4 percent.

Table 5.10. Summary of the Demographic Profile of Respondents

Criteria	Majority of Responses	Percentage/ Rank No. 1
1. Age	31-40 years	39.2
2. Sex	Female	56.1
3. Marital Status	Married	52.3
4. Educ'l. Attain.	Masters Degree	70.6
5. Position	Professor/ Instructor/Staff	81.9
6. Length of Service	5 years and below	44.1
7. Religion	Buddish	86.1
8. Group Interest Affiliation	Business Oriented	39.7
9. Membership of Community Organ.	Professional Organization	34.2

For further details please refer to Attachments.

PERCEPTIONS OF RESPONDENTS ON EDUCATIONAL ISSUES

Perceptions on Thai Private Universities (TPU's) on its direction (going fast enough) on quality education ?

Table 5.2.1.indicated that based on the criteria, majority responded that **TPU's are progressing at a medium speed represented by 47.3 percent**, followed by progressing at a slow speed represented by 23.5 percent, followed by progressing at a high speed with 16.3 percent while others, retrogressing and for corporatization were represented by .6, .3, .3 percent respectively.

Perceptions on Thai Private Universities producing quality graduates for the world of work (if graduates could respond to social demands).

Table 5.2.2 had shown that from among the indicators, majority responded that **TPU's produced quality graduates for the world of work were adequate to meet standards of work place represented by 57.2 percent**, followed by inadequate to meet standards of work place represented by 21.1 percent, followed by superior quality (knowledge and skills) represented by 13.9 percent while inferior quality and others have 5.7 and 2.1 percent respectively.

Perceptions on the immediate reasons for the emergence of private institutions in conducting short courses or training programs (year 2001-2020)?

As shown in Table 5.2.3, Majority had responded that **there are urgent needs for newly established industries in the country represented by 19.1 percent**, followed by inadequate number of skilled graduates represented by 17.3 percent, followed by expansion or consortiums of multinational corporations represented by 15.8 percent, followed by faster or facilitative, same knowledge and skills acquired represented by 14.1 percent followed by studying in a university is expensive represented by 10.2, employability is faster and easier, easier way to collect fees/revenues, private university have too many requirements, government incentives to invite more investments and the last are for other reasons. the last five responses was represented by 7.0, 6.2, 5.8, 3.9, .6 percent respectively.

Perceptions on private institutions (through their short courses and training programs) if they can substitute for the academic degrees (college or graduate studies)?

Table 5.2.4 had shown that majority of the respondents perceived that their answer was **no, not appropriate represented by 20.2 percent**, followed by yes, very appropriate with 16.2 percent, followed by yes, very relevant represented by 11.2, followed by yes, very effective represented by 9.3 percent and yes, very economical represented by 9.3 percent. The above mentioned ones are the first five using twelve criteria.

Perceptions on the future of Thai Private Universities from Year 2001-2020?

Table 5.2.5 had shown that respondents perception of the future of TPU's has a **bright and great potential future represented by 64.7 percent**, followed by bleak or vague future or no potential with 19.3 percent, followed by other reasons represented by 16.0 percent.

Perceptions on the recommended strategies of a university in order to grow and develop for the ensuing years (Y-2001-2020)?

Table 5.2.6 had shown that majority of the respondents recommended strategies: **to review the vision and mission of universities represented by 26.4 percent**, followed by the preparation of long term development plans represented by 26.2 percent, followed by efficient utilities and use of modern technology represented by 25.2 percent and the last was on relevant course offerings with 22.2 percent.

Perceptions on the major challenges which TPU's will be facing from year 2001-2020?

Table 5.2.7 had shown that the major challenges which TPU's will be facing from 2001-2020 was **to produce well rounded students/quality students represented by 27.4 percent**, followed by high competition from external investors/international schools represented by 25.5 percent, followed by financial sources (for qualified teachers and facilities represented by 24.4 percent, followed by conformity with educational act/quality education represented by 18.9 percent and the last was on amenities (parking, security, restaurants, sports and other facilities represented by 3.8 percent.

What are the most important intellectual and spiritual values which universities should address?

Table 5.2.8a had shown that the **most important intellectual values** identified was **critical thinking represented by 93.45 percent**, followed by intellectual integrity represented by 78.22, followed by good human relations represented by 58.63 percent, followed by universal ethics represented by 40.47 percent and access to participation in social processes represented by 31.84 percent. These are the first five based from 25 indicators.

Table 5.2.8b had shown that the **most important spiritual values** which universities should address was **Honesty represented by 82.14 percent**, followed by respect for other rights represented by 53.27 percent, helpfulness represented by 51.19 percent, followed by equality and social justice represented by 39.58 percent and followed by human rights represented by 36.30 percent. These are the first five based from 25 indicators.

Foreseen problems in the implementation of the corporatization of State Colleges and Universities for year 2001-2020

Table 5.2.9 had shown that the foreseen problems in the implementation of corporatization was that they **must have strong management team represented by 26.2 percent**, followed by, must have clear vision on corporatization represented by 24.1 percent, followed by, must have leadership commitment represented by 18.7 percent followed by, must have sufficient management funds represented by 15.7 percent and must have know how to actualize the corporatization scheme represented by 15.3 percent.

This presented a major challenge on the future implementors of the corporatization scheme. It envisions that these would be the core implementors with guts, perseverance, industry and dedication to operationalize successfully the corporatization schemes.

Table 5.2.10 Summary of Educational Issues

Educational Issues	Result/Findings	Percentage/ Rank No.1
1. Directions on quality education	Progressing at medium speed	47.3
2. Producing quality graduates for the world of work	Adequate to meet standards of work place	57.2
3. Emergence of short courses or training programs	Urgent need for newly established industries	19.1
4. Whether short programs and trainings can substitute for academic degrees	No, not appropriate	20.2
5. Future of TPU's (Y-2001-2020)	Bright and great potential future	64.7
6. Strategies to grow & develop for the ensuing year (2001-2020)	Review vision and mission of TPU's	26.4
7. Major Challenges (Year2001-20200)	To produce well rounded students/quality education	27.4
8. Most important values to be adressed by universities		N-336
Intellectual values	<ol style="list-style-type: none"> 1. Critical thinking 2. Intellectual integrity 3. Good Human relations 4. Universal ethics 5. Access to participation in social processes 	93.45 78.27 59.63 40.47 31.84
Spiritual values	<ol style="list-style-type: none"> 1. Honesty 2. Respect for others rights 3. Helpfulness 4. Equality and social justice 5. Human rights 	82.14 53.27 51.19 39.58 36.30
9. Foreseen problems on Implem of corporatizat'n	<ol style="list-style-type: none"> 1. Strong management team 	26.2

PERCEPTIONS OF RESPONDENTS ON THE NEW ENVIRONMENTS FACING TPU'S

Table 5.3 revealed to us that the respondents rated the different statements based from the seven sub-variables that were measured under the New Environments Facing the TPU's.

The average weighted mean of Year 2000 was 2.78 with a qualitative rating of Neutral. It was observed that there were three factors that had fallen below the average weighted mean: the respondents rated disagree for **Natural Physical Environment, and Requirements of the World of Work and Brain Drain as neutral**. It signifies that these are the problem areas encountered right now. For Year 2001-2020, the mean was better than 2000, a rating of 3.18 but same qualitative rating as Neutral. There are three factors which are seen as problem areas. **Respondents rated Natural physical environments, requirements of the world of work and democratization as neutral**. It also informs that these

factors donot have clear notions, policies, understanding of its implementation by the respondents.

Table 5.3 Summary of Perceptions on New Environments Facing Thai Private Universities (Doing Now Y- 2000 –Will be Done Y-2001-2020)

Factors	Average	Weigh ted	Mean	
	Year	2000	Year	2001-2020
Globalization	2.89	N	3.26	N
Democratization	2.85	N	3.16*	N
Progress of science and technology	2.92	N	3.31	N
Natural Physical Environment	2.57*	D	3.01*	N
Requirements of the world of work	2.69*	N	3.11*	N
The brain drain	2.76*	N	3.20	N
The culture of peace	2.80	N	3.23	N
Overall Weighted Mean	2.78	N	3.18	N

Qualitative Rating: Note:

N = Neutral

*** - fall below average**

D = Disagree

PERCEPTIONS OF RESPONDENTS ON THE FUNCTIONS OF TPU'S

Table 5.4 indicated that respondents rated for Y-2000, Research and development was perceived as crucial and should be more focused. For 2001-2020, Research and development, social service and support and promotion to Thai art and culture should be a main focus of attention for development. The overall weighted mean for both was rated at 2.85 and 3.27 with a qualitative rating of Neutral. This indicates that policies or implementation aspects are not so clear to the respondents.

Table 5.4 Summary of Perceptions on the Functions of Thai Private Universities (Year 2000 – 2001-2020)

Factors	Average	Weighted	Mean	
	Year	2000	Year	2001-2020
1.Teaching strategies	2.95	N	3.40	A
2. Research & Development	2.67*	N	3.17*	N
3. Social Service	2.88	N	3.26*	N
4. Support & promotion of Thai Art & Culture	2.91	N	3.25*	N
Overall weighted Mean	2.85	N	3.27	N

Qualitative Rating: Note: * fall below average N= neutral

PERCEPTIONS OF RESPONDENTS ON THE CORPORATIZATION OF SCU'S

Table 5.5 had shown that on corporatization, the respondents perceived that Management structure and financial arrangement are the main focus for development to effectively implement corporatization of state colleges and universities. Both fall on the neutral state, meaning that some of its implementation activities are crucial things to think of by school administrators and government. Over all weighted mean was 2.95 and 3.30 which fall on Neutral state.

Table 5.5 Summary of Perceptions on the Corporatization of State Colleges and Universities

Factors	Average	Weighted	Mean	
	Year	2000	Year	2001-2020
1. New Directions	3.01	N	3.36	N
2. Curriculum Development	3.09	N	3.45	A
3. Management Structure	2.85*	N	3.21*	N
4. Financial Arrangement	2.88*	N	3.21*	N
Overall Weighted Mean	2.95	N	3.30	N

Qualitative Rating: Note:

N = Neutral

* - fall below average

A = Agree

PERCEPTIONS OF RESPONDENTS ON THE POTENTIAL OF TPU'S

Table 5.6 had shown that for harnessing the Thai private universities effectively, Management structure should be a primary focus and emphasis to bring out the potential of these institutions. The management structure is a vital component to ponder on to effect efficiency and effectiveness in the near future.

Table 5.6 Summary of Perceptions on the Potential of Thai Private Universities (Year 2001-2020)

Factors	Average	Weighted	Mean	
	Year	2000	Year	2001-2020
1. Relevance	2.97	N	3.36	N
2. Improvement of quality education	2.95	N	3.36	N
3. Management Structure	2.91*	N	3.17*	N
4. Financial Arrangement	2.94	N	3.29	N
Overall Weighted Mean	2.94	N	3.29	N

Qualitative Rating: Note:

N= Neutral, A= Agree

* fall below average

RELATIONSHIPS BETWEEN DEMOGRAPHIC PROFILE TO NEW ENVIRONMENTS, FUNCTIONS, CORPORATIZATION AND POTENTIAL OF TPU'S

The following table had answered both Question 7 of the Statement of the Problem and Research Hypotheses (Ha1): As to the relationships, there are eight (8) variables on Demographic Profile; New Environments of TPU's had seven (7) variables; Functions of TPU's four (4) variables; Corporatization of SCU's had four (4) variables. A total of 21 variables .

The researcher had examined 120 relationships: Demographic Profile: **age** had a significant relationship with culture of peace (.086); **sex** with globalization (.097), teaching strategies (.102) and new directions (.102); **position** had a significant relationship with teaching strategies (.144); **length of service** had significant relationship with research and development (.095), new direction and curriculum development (.137); **religion** had significant relationship with the world of work (.133), teaching strategies (.079), financial arrangements (.056).

As to the interpretation of the p-values, the researchers made use of Eta and Eta Squared to test the hypothesis of difference. Out of 21 variables and its relationships, 13 variables had significant relationships. Based from the results, we can conclude that the Demographic Profile had significant relationships to the three main variables. **Therefore, we reject Ho1 and accept Ha1.**

School administrations and implementors should pay attention to these demographic profile to be able to anticipate problems which may arise in the future.

Table 5.7 Summary of Relationships between Demographic Profile to New Environments Facing TPU's, Functions of TPU's and Corporatization of SCU's

Demo. Profile	New Environ-ments	Functions	Corporati-zation	Eta Values	Eta Square
Age	Culture of peace			.086	.007
Sex	globalization			.097	.009
		Teaching strategies		.102	.010
			New directions	.102	.010
Position		Teaching strategies		.144	.021
Length of service		Research & dev't		.095	.009
			New directions	.137	.019
			Cur. Dev't	.137	.019
Religion	Require. World of work			.133	.018
		Teaching		.079	.006

		strategies			
			Financial arrangement	.056	.003
			Mgt Structure	.129	.017

p-values: criterion check, if p-value computed is $<.025$
Reject H_0 , and Accept H_a .

CORRELATIONS OF NEW ENVIRONMENTS OF TPU'S, FUNCTIONS OF TPU'S AND CORPORATIZATION OF SCU'S TO THE POTENTIAL OF TPU'S

Table 5.8 on Correlations of the three main independent variables to the potential of TPU's, the researchers made use of the Pearson Correlation Coefficient Statistics to test the hypothesis of associations. This table had answered No. 8 question of the statement of the problem and Research Hypotheses (H_a2).

For new environments, out of 28 associations, results showed that all of the variables have **moderate positive correlations** which means **substantial relationships**. Among the lowest was on **Natural physical environment and management and financing** (.409), the highest correlation was on **progress of science and technology to international cooperation** (.623).

For the functions of TPU's, results showed that one of the variables have high positive correlation which means marked relationships. The rest have moderate positive correlation. Correlation coefficients ranges from **(.535 lowest coefficient: improvement of quality education to support and promotion of Thai art and culture)**; and **(.706-highest coefficient :teaching strategies to improvement of quality education)**.

On Corporatization of SCU's, results showed that one of the variables have high positive correlation which means marked relationships. The rest have moderate positive correlation. Correlation coefficients ranges from **(.555-lowest :mgt. structure to management and financing)** and **(.747-highest: improvement of quality education and curriculum development)**.

As to the hypothesis testing, Pearson r and p-values were used and all variables showed that it was significant $<.025$. **Therefore we reject H_02 , and accept H_a2** that there was a positive correlation between the three main independent variables to Potentials of TPU's.

Again private universities should be able to focus their development of the mentioned variables for better results.

Table 5.8 Summary of Correlations between New Environments Facing TPU's, Functions of TPU's and Corporatization of SCU's to Potential of TPU's

New Environments	Functions	Corporatization	Potential	Pearson Coefficient	Qualitative Rating
Nat. physical environ			Mgt & financing	.409	Lowest positive correlation
Progress of science & tech.			International cooperation	.623	Highest positive correlation
	Support & promotion of Thai Art & culture		Improvement of quality education	.535	Lowest positive correlation
	Teaching strategies		Improvement of quality education	.706	Highest positive correlation
		Management structure	Management and financing	.555	Lowest positive correlation
		Curriculum Development	Improvement of quality education	.747	Highest positive correlation

Guilford's Suggested Interpretation of Correlations:

<20 = slight, almost negligible relationships

20 - 40 = low correlations-definite but small relationships

40 - 70 = moderate correlation- substantial relationships

70 - 90 = high correlation

90 - 1.00 = very high correlation

DIFFERENCES OF THE RESPONSES OF RESPONDENTS ON THE FOUR MAIN VARIABLES

The following table had answered question no.9 of the statement of the problem and research hypotheses Ha3. Table 5.9a had showed the differences of responses of the respondents on the four main variables. Using the Average weighted mean (Likert's 5 point scale), the two level of respondents : **the school administrators had rated higher than the school implementors with a rating of 3.46 (Neutral) and 3.23 (Neutral)**

Overall weighted mean was found to be 2.88 for Y-2000 and 3.27 for 2001-2020. Neutral state would mean no clear policies or implementation of the mentioned variables.

Table 5.9a Summary Of Differences of Responses of Respondents on the Four Main Variables Using Average Weighted Mean between the Administrators and Implementors

Main Variables	Ave. Wt. Mean 2000	Ave. Wt. Mean 2001-2020	Ave. Wt. Mean 2000	Ave. Wt. Mean 2001-2020	Ovr. Ave. Qualitative 2000	Mean/ Rating 2001-2020
	School	Admin	School	Implementors		
New Environments	2.92	3.32	2.75	3.17	2.78	3.20
Functions	3.08	3.44	2.80	3.24	2.85	3.28
Corporatization	3.26	3.55	2.91	3.27	2.97	3.32
Potential	3.16	3.51	2.89	3.22	2.94	3.29
Ave. Wt. Mean/Qualitative Rating	3.11 Neutral	3.46 Agree	2.84 Neutral	3.23 Neutral	2.88 Neutral	3.27 Neutral

Qualitative Rating:

5.00 –4.20 Strongly Agree

4.19 –3.40 Agree

3.39 –2.60 Neutral

2.59 –1.80 Disagree

1.79 _1.00 Strongly

Disagree

Table 5.9b had shown that the differences of responses of respondents was tested through the use of Analysis of Variance (ANOVA (F- ratio) and the P-values). The table had answered No. 9 question of the statement of the problem and Research Hypotheses Ha3. For year 2000-the following had **significant differences between groups and within groups**: New Environments facing TPU's: Progress of science and technology (11.85-.001); brain drain (8.182-.005), culture of peace(19.902-.000); Functions of TPU's: Teaching strategies (15.130-.000), Research and development(13.808-.000), Social Service (9.408-.002); Corporatization: New Directions (17.032-.000), Curriculum Development (15.501-.000), Management structure (13.464 -.000), Financial Arrangements (8.330-.004); Potential of TPU's: Relevance (9.958-.002), Improvement of quality education (9.064-.003), Management and financing (8.613 -.004) and international cooperation (5.611- .018). A total of 14 variables which were tested for their relationships.

As for year 2001-2020, the following are the results: New Environments facing TPU's: Progress of Science and technology (7.790 -.006), Culture of peace (6.361 -.002); Function of TPU's: Teaching Strategies (5.060-.025), Corporatization of SCU's: Curriculum Development (9.361-.002), Management structure (6.306-.013), Financial arrangement (8.303-.004); Potential of TPU's: Relevance (5.601-.019), Improvement of quality education(9.365 -.002) and

Management and financing (7.357-.007). All values are tested at .05 or .01 alpha of significance.

As to overall-ANOVA Results and P-values for year 2000 and 2001-2020 are the following: For Y-2000, New Environments had (5.411 -.021), Functions of TPU's (12.347 -.001), Corporatization (18.303 -.000) and Potential of TPU's (11.071 -.001). For Year 2001-2020, Differences are to be focused on Corporatization of SCU's (8.221-.005) and Potential of TPU's (7.935-.005).

Based from the results, using ANOVA we can conclude that there are significant differences of the responses of the two level of respondents on the four main variables. **Therefore, we reject Ho3 and accept Ha3.**

The researchers wanted to reveal that those mentioned variables are the supposed focus or concentration for improvement for effective and efficient management of Thai private universities.

Table 5.9b Summary of Differences of Responses of Respondents Using Analysis of Variance (ANOVA) for Y-2000 and Y2001-2020

New Environments	Functions	Corporatization	Potential	F-ratio	P-value	Descriptive Rating
YEAR	2000					
Progress of Science & technology				11.85	.001	Sig. At .01
Brain Drain				8.182	.005	Sig. At .01
Culture of peace				19.902	.000	Sig. At .01
	Teaching strategies			15.130	.000	Sig. At .01
	Research & Dev't			13.808	.000	Sig. At .01
	Social service			9.408	.002	Sig. At .01
		New directions		17.032	.000	Sig. At .01
		Curriculum Dev't		15.501	.000	Sig. At .01
		Management Structure		13.464	.000	Sig. At .01
		Financial Arrangement		8.330	.004	Sig. At .01
			Relevance	9.958	.002	Sig. At .01
			Improvement of quality education	9.064	.003	Sig. At .01
			Manage-	8.613	.004	Sig. At .01

			ment & financing			
			International cooperation	5.611	.018	Sig. At .05
YEAR	2001-	2020				
Progress of Scien & tech				7.790	.006	Sig. At .05
Culture of peace				6.956	.009	Sig. At .05
	Teaching strategies			5.060	.025	Sig. At .05
		Curriculum dev't		9.361	.002	Sig. At .01
		Mgt. structure		6.306	.013	Sig. At .05
		Financial arrangement		8.303	.004	Sig. At .01
			Relevance	5.601	.019	Sig. At .05
			Improve ment of quality education	9.365	.002	Sig. At .01
			Management and financing	7.357	.007	Sig. At .05

Highly Significant = sig. at .01 or **
Significant = sig. At .05 or *

Two -tailed test

6. SUMMARY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the results of the study: the summary findings, the conclusions and recommendations.

SUMMARY FINDINGS

The researchers had **336 total respondents**: 7 Presidents, 20 Vice Presidents, 32 Deans, 1 Owner/Stockholder, 271 Professors/ Instructors/Staff.

According to the Statement of the Problem and Research Hypotheses as stated in Chapter 1 and Chapter 3. The study had the following results:

Q1: What are the Demographic Profile of Respondents in terms of: age, sex, marital status, educational attainment, position, length of service, and group interest affiliations?

Findings:

Majority of the respondents were from 31-40 years old; most of them were female; married; finished master's degree; the position held was professors/instructors/staff; their length of service were from 5 years and below; Buddhist in religion; their group interest affiliation were from business and family oriented ones; and they were members of professional groups .

Q2. What are the perceptions of respondents on the nine Educational Issues: The directions of private universities on quality education, the production of quality graduates for the world of work, the emergence of private institutions conducting short courses and training programs, whether the short courses and trainings can substitute for academic degrees, the future of Thai Private Universities (2001-2020), the recommended strategies of universities in order to grow and develop towards the ensuing years, the major challenges of Thai private universities (2001-2020), the most important intellectual and spiritual values which universities should address and the foreseen problems in the implementation of the corporatization of SCU's?

Findings:

(1) **Directions of private universities on quality education:** Majority of them responded that the private universities are progressing at a medium speed followed by progressing at slow speed; (2) **Production of quality graduates for the world of work.** Majority responded that it is adequate to meet standards of work place followed by inadequate to meet standards of work place; (3) **Emergence of private institutions in conducting short courses or training programs.** The primary reason for their emergence was that there are urgent needs for newly established industries in the country followed by the inadequate number of skilled graduates; (4) **Whether the short courses or training programs can substitute for academic degrees(college or graduate studies).** Majority of the respondents responded no, not appropriate and not efficient and followed by yes, very appropriate and very relevant; (5) **The future of the Thai private universities Y-2001-2020.** Majority replied that there is a bright and great potential future followed by bleak or vague or no potential; (6) **Recommended strategies of a university in order to grow and develop for the ensuing years (2001-2020).** Majority recommended that the private universities should review their vision and missions followed by the preparation of their long term development plans, (7) **Major challenges which Thai private universities will be facing from year 2001-2020.** Majority of the respondents perceived that universities should produce well rounded students of good quality followed by high competition from external investors (meaning the international colleges or universities are sprouting). (8) **The most important intellectual and spiritual values which private universities should address.** Majority have ranked the first five on intellectual values are: first, critical thinking second, intellectual integrity, third, good human relations, fourth, universal ethics, fifth was access to participation in social processes; the first five on spiritual values are: first, honesty, second, respect for others rights, third, helpfulness, fourth, equality and social justice, and fifth was human rights, (9) **Foreseen problems in the implementation of the corporatization of the state colleges and universities.** Majority of the respondents identified first that private universities must have strong management teams, second is to have a clear vision on corporatization.

Q3: What are the Perceptions of respondents on the New Environments Facing Thai Private Universities in terms of: globalization, democracratization, progress of science and technology, natural physical environment, requirements of the world of work, the brain drain and the culture of peace?

Findings:

For their perceptions on New Environments Facing TPU's Doing Now (Y-2000), the following are the results: globalization (Neutral); democratization (Neutral); the progress of science and technology (Neutral), culture of peace

(Neutral), and **natural physical environment (Disagree)**; **requirements of the world of work (Neutral), the brain drain, (Neutral)**. Main focus should be the three identified problem areas as they fall below the overall weighted mean of 2.78 (Neutral). They are perceived as a threat to implementation.

In the context of **Will Be Done Y-2001-2020**, the problem areas identified which fall below the average weighted mean are: natural physical environment, requirements of the world of work and democratization. **The overall weighted mean was 3.18 (Neutral)**. Same as above these variables should need more concentration by school administrators and implementors.

Q4: What are the Perceptions of respondents on the Functions of Thai Private Universities in terms of: teaching strategies, research and development, social service, support and promotion of Thai art & culture?

Findings:

The following are the results: **Doing Now (Y-2000)** of the statements under each sub-variable: **Research and development (Neutral)**, it's the only variable which have fallen below the average weighted mean. **The overall weighted mean was 2.85 (Neutral)**. This particular variable should be taken cared of . More emphasis by School Administrators and implementors.

For the perceptions on **Will Be Doing (Y-2001-2020)**. Three variables needs close concentration: **Research and development-3.17 (Neutral)**, **Social Service – 3.26 (Neutral)**, and **support to Thai Art and culture-3.25 (Neutral)**. **The overall weighted mean was 3.27 (Neutral)**. Results showed that at this stage, the rating of teaching strategies was **(Agree)**, it had been perceived as to be achieved in the long run. More efforts to be directed to achieve these targets.

Q5: What are the Perceptions of respondents on the Corporatization of State Colleges and Universities in terms of: new directions, curriculum development, management structure and financial management?

Findings:

This showed the results of Corporatization of SCU's, for both now and will be done: the focus should be the following: **Management Structure: 2.85-3.21 (Neutral-Neutral)**, and **Financial Arrangement: 2.88-3.21 (Neutral-Neutral)**. The Average weighted mean for Year, Now –Will Be Done was rated =2.95 –3.30. respectively. Though not neglecting the other variables, the emphasis should be the above mentioned variable for better implementation.

Q6: What are the Perceptions of respondents on the Potential of Thai Private Universities in terms of: relevance, improvement of quality education, management and financing and international cooperation?

Findings:

The response towards the **Will Be Done (Y-2001-2020)** are the following: **The overall weighted mean was 2.94 (Neutral).** The results showed that for the Potential of Thai Private Universities, the **threat would be on management and financing, it was rated below the overall average mean of 2.94.** It connotes that the man behind the private universities should be on the alert about their vision and missions taking into consideration management and financing as a primary factor to focus with more emphasis.

Q7: Are there significant relationships between demographic profile to New Environments Facing Thai Private Universities, Functions of Thai Private Universities and Corporatization of State Colleges and Universities?

Findings:

Relationships between Demographic Profile to the three main independent variables: Results showed that **age** had significant relationship with **culture of peace.** The young generations had something to do with it. Another factor was on **Sex** related with **globalization, teaching strategies and new directions.** **Position** was also significantly related to **teaching strategies,** likewise with **length of service to research and development, new direction and curriculum development.** **Religion** was also related to the **requirements of the world of work, teaching strategies and financial arrangement.**

Glass ceilings are still practiced today, universalism should be advocated to access for better opportunities. Length of service of implementors are to be considered for better results.

Q8: Are there positive correlations between New Environments Facing Thai Private Universities, Functions of Thai Private Universities and Corporatization of SCU's to the Potential of Thai Private Universities?

Findings:

Correlations between the three independent variables to the main dependent variable (potential of TPU's):

The researchers made use of Guilford's suggested interpretations of correlation coefficient r such as: **less than .20** interpreted as **slight,** almost negligible relationships, **.20-.40,** **low correlation,** definite but small relationships, **.40-.70,** **moderate correlation,** substantial relationships, **.70-.90,** **high correlation;** marked relationship and **.90-1.00,** **very high correlation,** very dependable relationship. With regards to the rejection rule, p -values lower than .025, Reject H_0 and accept H_a .

The results showed us that all the variables on **new environments** have **moderate positive correlation**. The **lowest** coefficient was on **natural physical environment and management and financing**; the **highest** coefficient was on the **progress of science and technology and international cooperation**; For **functions of TPU's**, One variable had **high** positive correlation that is **teaching strategies and improvement of quality education**. The other variables had moderate positive correlation. For **corporatization of SCU's**: the **highest** positive correlation was on **improvement of quality education and curriculum development**, the lowest was on **management structure and management and financing**.

Q9. Are there significant differences on the responses of the two level of respondents in terms of: New Environments Facing Thai Private Universities, Functions of Thai Private Universities, Corporatization of SCU's and the Potential of Thai Private Universities?

Findings:

The following are the responses of the School Administrators and the School Implementors: **Using the Average Weighted Mean**, the **administrators rated higher** than the implementors on the statements on the four main variables. The outcome was said to have **Neutral**. It was observed that policies, implementation of these variables are not really given full attention .

Using the Analysis of Variance (ANOVA), there are differences of responses for Year 2000, on **New Environments Facing Thai Private Universities**: progress of science and technology, brain drain and culture of peace; on **Functions of TPU's**: teaching strategies, research and development and social service, On **corporatization**: new directions, curriculum development management structure and financial arrangement; on **Potential for TPU's**: relevance, improvement of quality education, management and financing and international cooperation.

For Year 2001-2020, differences on **New Environment**: progress of science and technology, culture of peace; on **Functions**: teaching strategies, on **corporatization**: curriculum development, management structure and financial arrangement; and on **Potential**: relevance, improvement of quality education and management and financing.

The above differences of responses, connotes that there were diverse understanding of the implementation of these four variables or a diverse frame of references on the various statements as operationalized in the questionnaire.

For more detailed information , please refer to Chapter 5.

The following are also the results of the Research Hypotheses:

Ha1: There are significant relationships between demographic profile on New Environments Facing the Thai Private Universities, Functions of the Thai Private Universities, and the Corporatization of SCU's

Findings:

Results showed that the alternative hypothesis (Ha1) was true. There was **five (5) demographic characteristics** which had significant relationships out of **eleven (11)** sub- variables of the three main variables. Therefore, we reject Ho1, and accept Ha1, that there was significant relationships of Demographic Profile to the three main independent variables.

Ha2: There are positive correlations between New Environments Facing TPU's, Functions of TPU's, Corporatization of SCU's to Potential of TPU's

Findings:

Results showed that the alternative hypothesis(Ha2) was true. Generally, all of the variables had **moderate positive correlation** except for six (6) variables which had high positive correlation. Therefore, we reject Ho2, and accept Ha2, that there was positive correlations of the three independent variables to the Potentials of TPU's.

Ha3: There are significant differences of the responses of the two level of respondents on New Environments Facing TPU's, Functions of TPU's, Corporatization of SCU's and Potential of TPU's

Findings:

Results revealed that the alternative hypothesis (Ha3) was true. Out of nineteen (19) variables, fourteen (14) variables were perceived differently by the respondents. Therefore, we reject Ho3 and accept Ha3, that there were significant differences of the responses of the two levels of respondents on the four main variables.

For further details, please refer to chapter 5.

CONCLUSIONS

Based from the summary findings, the following conclusions are arrived at: The School Administrators and School Implementors had a vital and crucial

task to perform basing from the Now, Year 2000 implementation and the Will Be Done Y-2001-2020 implementation. **There is a gigantic task ahead of us in the future:** to fully implement an intensive and massive campaign or dissemination on the new environments facing the TPUs; to have strict enforcement and operationalization of the functions of TPU's; the proper and dedicated commitment on the restructuring of state colleges and universities through corporatization and the development, utilization and harnessing of untapped potentials of TPU's.

The perception of respondents on New Environments facing TPU's, Functions of TPU's, Corporatization of SCU's and Potentials of TPU's was rated **Neutral**. The respondents perceived that policies, implementing guidelines and other standard operating procedures are not fully disseminated or implemented by private universities/institutions. It may also include (stakeholders, community, groups, and students). In a general statement, they don't take a clear stand or picture on how these four main variables are implemented now, year 2000, and how they will be implemented in year 2001-2020.

RECOMMENDATIONS

A. Issues to be Addressed or Problem Areas

As to the recommendations, we had to look back from the original questions which was asked from the respondents. Basing from their responses, using the 5 point Likert's Scale, those statements with rating lower than 2.80 and below had qualitative rating on (Disagree and Strongly disagree) are perceived to be problem areas or needs immediate attention to be addressed by the universities. Below are the most crucial variables out of 19 variables:

1. **Natural Physical Environment:** rated = 2.57 (Disagree), statements included are the following: the university informs the public of the damages done to the environment; the university publishes statistics on population growth rate and information concerning its advantages and disadvantages; the university shows instances of galloping urbanization and its social problems to the individual, family and community
2. **Research and Development:** rated = 2.67 (Neutral), the university encourages the students to choose a research/thesis/dissertation option, instead of a written comprehensive examination option; the university encourages its faculty to attend international forums especially those organized by UNESCO or other international organizations; the university emphasizes to students multi-disciplinary curriculums and research on international level.

3. **Requirements of the world of work:** rated = 2.69 (Neutral), the university publishes statistics and information on sustainable development in agriculture and industrial sector; the university shows the stage of economic and progress of the service sector through multi-media; the university informs students on the structure of the job market and competitiveness among job seekers.
4. **Management structure:** rated = 2.85 (Neutral), the university adapts a new model of organization structure as a corporatized university; the university distributes authority and responsibility through its policies and standard operating procedures; the university structure enhances creativity and initiates to upgrade the competencies of its staff to have excellent performance.
5. **Social Service:** rated = 2.88 (Neutral), the university convinces each student to get involved in community based projects; the university sees that students participate in community planning services for experiential learning purposes; the university sees that students participate in social service as part of their extra-curricular activities.
6. **Financial arrangement:** rated = 2.88 (Neutral), the university impresses its financial partners through good transparency on all matters pertaining to financial expenditures and revenues in order to promote understanding and trust; the university initiates proper management of its financial resources through periodic auditing processes; the university regularly reviews its actual accomplishments against fund utilization on an annual basis.
7. **Management and Financing:** rated = 2.91 (Neutral), the university advocates to MUA the autonomy of self-governance for private universities and that the supervisory function must be thought of as policy for encouragement rather than restrain; the university advocates to MUA the areas of corporatization are accepted to provide legal framework to regulate the institutions under its supervision; the university advocates institutions to foster entrepreneurial spirit to raise funds for commercial or production operations.
8. **International cooperation:** rated = 2.94 (Neutral), the university develops international cooperation such as exchange for staff and students for academic development; the university support projects aiming at establishing or strengthening university networks and focuses on priority issues in the Asia Pacific Region; the university encourages professional mobility in its staff to benefit the process of cultural integration and develops accepted standards for mutual recognition of credentials among universities.

Note that other variables are also rated Neutral but these are the ranked priorities.

9. Educational Issues:

a. Direction of quality education: medium speed followed by a **slow speed**; b. Quality graduates for the world of work: adequate but followed by **inadequate standards of work place**; c. Emergence of private institutions: urgent needs by new industries but followed by **inadequate number of skilled graduates**; d. Future of TPU's (2001-2020): bright and great future followed by **bleak or vague**; e. Recommended strategies inorder to grow and develop: review vision and mission followed by preparation of long term development plans; f. Major challenges of TPU's: to produce well rounded quality graduates followed by **high competition from external investors/international schools**; g. Most important **intellectual and spiritual values**: critical thinking followed by intellectual integrity and honesty followed by respect for others right; h. **Foreseen problems in the implementation of corporatization**: must have strong management teams followed by clear vision on corporatization.

Note that some issues had been perceived as positive response now but the next perceived response are on the negative state, if measures are not taken to maintain its current status, it will go back the traditional way.

B. Recommendations based from problem areas

With the above mentioned issues/statements, here are the following recommendations:

1. New Environments Facing Thai Private Universities

a. **Natural physical environment**: the universities should include a topic or **interwine** environmental topics to the main course of the subject to be taught. To **link with media** (print, radio and television) to incorporate advertisements and movies relating to the conservation and preservation of the ecological environment. To **conduct seminars or symposium** on natural physical environment.

b. **Requirements for the world of work**: the universities to **conduct surveys** from businesses to determine what courses or kind of knowledge and skills required to qualify for employment in their businesses. To establish **Job Placement Bulletin Boards** in strategic places inside the university for those students who wanted to look for opportunities. To **conduct seminars or symposium where CEO's or Managers of SME's and Big Businesses are invited** to give insights on the new trends of business and employment.

c. **Brain Drain**, the university to **publish information on migrations** both local and international. **Press releases to be made by media** on the advantages and disadvantages of migrating to other foreign countries.

d. **Culture of peace**, the university to have a **Bulletin Board**, as information center where students can **read about cultures and promotion of peace** within the country and outside the country.

2. Functions of Thai Private Universities

a. **Research and development**, the university to be **research oriented** by encouraging students to go into **thesis/dissertation/research options**. To conduct seminars or symposiums or **research forum** (Within the university) by presenting the results of researches/thesis/dissertation conducted by different faculties of the universities. To establish a **Research Agenda Forum (National Forum)** from within Thailand, to disseminate the results of matured technology for massive dissemination. **Continuous education and training of teachers on research and development both locally and abroad.**

b. **Social service**, the university to **link with business groups or government** to participate with projects, to encourage students for their internship program for better exposure before graduation. Students to **join social associations or community based projects** for experiential learning. Students to form associations or clubs to prepare and implement projects at the community level.

3. Corporatization of State Colleges and Universities

a. **Management structure**, the university to **adapt a doable organizational structure on corporatization scheme**. A management structure to manage efficiently the corporatized SCU's. To conduct **forums to review the experiences** of international or foreign universities who had experienced privatization or corporatization. Massive and intensive campaign on its implementation aspects.

b. **Financial arrangement**, the university to **adapt transparency** and conduct regular or periodic review of accomplishments versus fund utilization with partners or stakeholders.

4. *Potential of Thai Private Universities*

a. **Management and financing**, the university to **adapt entrepreneurial projects and autonomy** on self governance for self reliance and sustainability.

b. **International cooperation**, the university to develop a **scheme of exchange staff and students for academic development** and strengthening network with international universities.

5. *Educational Issues*

There are basic threats on the educational issues for more attention and focus.

On the **direction of quality education**, right now it was perceived as medium speed but there's a tendency to lag to slow speed as respondents perceived it. The universities should facilitate or **need quality assurance** to update or upgrade their educational standards. The **MUA's Accreditation Board** and criteria should be **enforced** for better results;

Produce Quality graduates also posed as a problem, perceived now as adequate to meet standards of work place but there's a tendency to lag on inadequateness. The universities to **enforced a stricter and more rigid educational standards** or specifications in **search for academic excellence** for both knowledge, skills and application to jobs;

Emergence of private institutions also posed as an urgent issue because of newly established industries, there's a need for more skilled graduates to fill –in the gaps; the university should **conduct field trips to successful businesses** or institutions and see actual or real life situations. Skills be more emphasized.

Short courses and trainings has a threat, respondents perceived now as no, not appropriate, but a tendency to be taken over by international private organizations, universities should **review their delivery on instructions** and course offerings relevant to the world of work;

Future of TPU's (2001-2020) perceived as bright now but a possibility of going to be vague or bleak if safeguards are not taken into considerations, universities to **continously review their accomplishments**;

Major challenges, a gigantic tasks of all TPU's to produce well rounded quality students, there's **big threats coming from external investors** as many international universities are sprouting to fill-in the gap for new industries;

Most important intellectual and spiritual values to be addressed, critical thinking was identified as number one for intellectual and honesty as number one for spiritual values. Universities **should interwine these values** in every subject taught in all disciplines or courses, to create a **Value Resource Center** where both parents and students can interact and also the formation of **Leadership Programs for both parents and students**;

Foreseen problems on corporatization, the need for strong management teams and clear vision on corporatization, universities affected by this scheme should **critically focus on these two factors** for better implementation.

6. Further Research

The researchers would suggest a further study on **Management and Financing and International Cooperation** to assess the potential of private universities from 2001- 2005 and also to **follow-up in the implementation** done on the New Environments Facing TPU's, Functions of TPU's and Corporatization of SCU's from Year 2001-2005.

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ATTACHMENTS

5.1 Demographic Profile of Respondents

Table 5.1.1 Description of Age

No. of Respondents	Age	Valid Percent
69	21-30 years	20.8
130	31-40 years	39.2
73	41- 50 years	22.0
60	51 years & above	18.1
4	Missing	
336	Total	100.0

Table 5.1.2 Description of Sex

Sex	No. of Respondents	Valid Percent
Male	145	43.9
Female	185	56.1
Missing	6	
Total	336	100.0

Table 5.1.3 Description of Marital Status

Marital Status	No. of Respondents	Valid Percent
Single	149	44.7
Married	174	52.3
Widow/widower	5	1.5
Divorced	5	1.5
Missing	3	
Total	336	100.0

Table 5.1.4 Description of Educational Attainment

Educational Attainment	No. of Respondents	Valid Percent
College Undergraduate	4	1.2
College Graduate	19	5.7
Master Degree	235	70.6
Doctoral Degree	70	21.0
Other Courses	5	1.5
Missing	3	
Total	336	100

Table 5.1.5 Description of Position

Position	No. of Respondents	Valid Percent
President of private univ.	7	2.1
Vice President of private u	20	6.0
Deans	32	9.7
Owner/stockholder	1	.3
Professor/Instructor/staff	271	81.9
Missing	5	
Total	336	100.0

Table 5.1.6 Description of Length of Service in the Organization

Length of Service	No. of Respondents	Valid Percent
5 years & below	146	44.1
6-10 years	94	28.4
11-15 years	44	13.3
16-20 years	24	7.3
21 years & above	23	6.9
Missing	5	
Total	336	100.0

Table 5.1.7 Description of Religion

Religion	No. of Respondents	Valid Percent
Buddhist	285	86.1
Catholic	22	6.6
Protestant	13	3.9
Others	11	3.3
Missing	5	
Total	336	100.0

Table 5.1.8 Description of Group Interest Affiliation

Group Affiliation	Interest	No. of Respondents	Valid Percent
Religious oriented		24	7.9
Business oriented		121	39.7
Family oriented		114	37.4
Others		39	12.8
Religious & Business oriented		1	.3
Religious & Family oriented		1	.3
Business & Family oriented		4	1.3
Religious, Family & Business		1	.3
Missing		31	
Total		336	100.0

Table 5.1.9 Description of Membership of a
Community Group

Membership	No. of Respondents	Valid Percent
Religious	9	4.1
Civic	17	7.7
Business	30	13.5
Professional	76	34.2
Government Official	3	1.4
Non-Gov't Organization	62	27.9
Others	25	10.4
Missing	114	
Total	336	100.0

5.2 Perceptions of Respondent's on Educational Issues

Table 5.2.1 Perceptions of TPU's direction (going fast enough) on quality education

<i>Items/Criteria</i>	Frequen cy	Valid Percent
Progressing at high speed	54	16.3
Progressing at medium speed	157	47.3
Progressing at low speed	78	23.5
For improvement/ modernization	39	11.7
Retrogressing	1	.3
For corporatization	1	.3
Others	2	.6
Missing	4	
Total	336	100.0

Table 5.2.2 Perceptions on TPU's producing quality graduates for the world of work (the graduates could respond to social demands)

<i>Items/Criteria</i>	Frequency	Valid Percent
Superior quality	46	13.9
Adequate to meet standards of work place	190	57.2
Inadequate to meet standards of work place	70	21.1
Inferior quality (knowledge & skills)	19	5.7
Others	7	2.1
Missing	4	
Total	336	100.0

Table 5.2.3 Perceptions on the Immediate Reasons for the Emergence of private institutions in conducting short courses or training programs.

<i>Items/Criteria</i>	Frequency	Valid Percent
Urgent needs for newly esta-blished industries in the country	61	19.1
Inadequate number of skilled graduates	56	17.3
Expansion or consortiums of multinational corporations	51	15.8
Studying in a university is expensive and takes longer time	33	10.2
Faster or facilitative, same knowledge and skills acquired	45	14.1
Private universities have too many requirements or more bureaucratic	19	5.8
Government incentives to invite more investments from outside sources	12	3.9
Employability is faster and easier through trainers recommendations	22	7.0
Easier way to collect fees/revenues of the entrepreneur	20	6.2
Others	2	.6
Missing	15	
Total	336	100.0

Table 5.2.4 Perceptions on private institutions through their short courses and training program if they can substitute for the academic degrees (college or graduate studies)

<i>Items/Criteria</i>	Frequency	Valid Percent
Yes, very appropriate	52	16.2
Yes, very relevant	36	11.2
Yes, very efficient	28	8.7
Yes, very effective	30	9.3
Yes, very economical	30	9.3
Yes, others	4	1.2
No, not appropriate	65	20.2
No, not relevant	22	6.9
No, not efficient	29	9.0
No, not effective	15	4.7
No, not economical	2	.6
No, Others	4	1.2
Missing	15	
Total	336	100.0

Table 5.2.5 Perceptions on the future of TPU's from Year 2001-2020

<i>Items/Criteria</i>	Frequency	Valid Percent
Bright and great potential future	198	64.7
Bleak or vague or no potential	59	19.3
Others	49	16.0
Missing	30	
Total	336	100.0

Table 5.2.6 Perceptions on the recommended strategies of a university in order to grow and develop for the ensuing years (Y-2001-2020)

<i>Items/Criteria</i>	Frequency	Valid Percent
Review vision and mission	86	26.4
Relevant course offerings	72	22.2
Long term development plan	86	26.2
Efficient utilities & use of modern technology	82	25.2
Missing	10	
Total	336	100.0

Table 5.2.7 Perceptions on the major challenges which TPU's will be facing from Year 2001-2020

<i>Items/Criteria</i>	Frequency	Valid Percent
Financial sources (for qualified teachers & facilities)	80	24.4
To produce well rounded students/quality graduates	90	27.4
Conforms with educational act/quality education	62	18.9
High competition from external investors-international schools	83	25.5
Amenities (parking, security, restaurants, sports and facilities)	12	3.8
Missing	9	
Total	336	100.0

Table 5.2.8a Most important Intellectual Values which universities should address

Criteria/Items	Frequency N = 336	Valid Percent % = 100
Critical Thinking	314	93.45
Culture of Proper Speech	22	6.64
Arts	8	2.38
Pleasures of Life	49	14.58
Gender Equity	13	3.86
Good Human Relations	197	58.63
Cultural Issues	27	8.03
Access to participation in social processes	107	31.84
Obedience to power and authority	23	6.84
Success factors	88	26.19
Economic status	51	15.17
Enjoyment of a good life	62	18.45
Play	0	0
Intellectual integrity	263	78.27
Truth at Universal application	35	10.41
Self respect/self esteem	101	30.06
Family happiness	80	23.80
Group Norms	13	3.86
Universal ethics	136	40.47
Etiquette and customers	36	10.71
Reputation factors	28	8.33
Exciting life	9	2.67
Love for friendship	49	14.58
Beauty of nature	21	6.25

Table 5.2.8b Descriptions of the most important Spiritual Values which universities should address

<i>Items/Criteria</i>	Frequency Total N=336	Valid Percent Total %=100
Tolerance	88	26.19
Honesty	276	82.14
Respect	91	27.08
Solidarity	37	11.10
Belief of God	23	6.84
Faith and love for religion	16	4.76
Church	0	0
Commandments of God	3	.89
Love of country	47	13.98
Concern for people and land	68	20.23
Equality and social justice	133	39.58
Civil behavior/order of society	66	19.64
Rights for children	19	5.65
Kindness	102	30.35
Helpfulness	172	51.19
Altruism	30	8.89
Patience	93	27.67
Freedom for religious & spiritual belief	42	12.50
Love for peace	35	10.41
National Identity	46	13.69
Patriotism	8	2.38
Human rights	122	36.30
Respect for others rights	179	53.27

Table 5.2.9 Foreseen problems in the implementation of the corporatization of state colleges and universities for year 2001-2020

<i>Items/Criteria</i>	Frequency	Valid Percent
Strong management team	73	26.2
Corporatization how to actualize it	43	15.3
Vision of corporatization	67	24.1
Management of funds	44	15.7
Leadership commitment	52	18.7
Missing	57	
Total	336	100.0

Table 2.1 Tabular Presentation/Critical Analysis of the Theories and Studies on the Environments Facing Thai Private Universities

Theory/Author	Var. 1	Var. 2	Var. 3	Var. 4	Var. 5	Var. 6	Var. 7	Var. 8	Var. 9	Var. 10	Var. 11	Var. 12	Var. 13
	globalization	democratization	progress of science & technology	natural physical environment	requirement of the world of work	the brain drain	culture of peace	structure of job market	fulfill its mission on education	communica- tion & info revolution	social cohesion	technologi- cally/divided	expansion of distance learning
1. Studies on Higher Education, UNESCO, 1998	globaliza- tion	democra- tization	progress of science & tech.	natural physical environ't	require- ments of world of work	the brain drain	culture of peace	structure of job market	fulfill its mission on education				
2. Studies on World Education, UNESCO 1998	globaliza- tion	universa- lism and democracy	new scien- tific tech- nologies			inculcat- ing of new generations of mind	moulding of minds of new generation			communi- cation & info. Revolu- tion	social cohesion	technologi- cally divi- ded/unde- vided world	
3. Theory of Mingle & Epper 1998	global approach to info.		new tech. (computers & telec.										exp. Of distance learning
4. Studies on Environ- mental Learning, OECD, 1995	global underfa- king	democrati- zation		environ- mental awareness									
5. Studies of the Reg'l. Institute of Higher Education & Dev't 1972		democrati- zation			Demand for skilled men that matches bus. Mkts								
Modal Method	4	4	3	2	2	2	2	2	1	1	1	1	1

Table 2.2. Selection of the Generic Set of Sub-Variable on the New Environments Facing Thai Private Universities					
Selected sub-Variables	Theories/Studies		No. of Authors/ Frequency		Rank
	Variable Nos.				
1. Globalization	S1V1, S2V1, T1V1, S4V1	4		1	
2. Democratization	S1V2, S2V2, S4V2, S5V2	4		2	
3. Prog. Of Science & technology	S1 V3, S2 V3, T1 V3	3		3	
4. Natural physical environment	S1 V4, S3 V4	2		4	
5. Req. for the world of work	S1 V5, S5 V5	2		5	
6. The brain drain	S1 V6, S2 V6	2		6	
7. The culture of peace	S1 V7, S3 V7	2		7	
8. Structure of job market	S1 V8	1		8	
9. Fulfill its mission in education	S1 V9	1		9	
10. Communication & info revolution	S2 V10	1		10	
11. Social cohesion	S2 V11	1		11	
12. Technologically divided/undivided	S2 V12	1		12	
13. Expansion of distance learning	T1 V13	1		13	

Table 2.3 Tabular Presentation/Critical Analysis of the Theories and Studies on the Functions of Thai Private Universities									
Theory/Author	Var. 1 teaching strategies	Var. 2 research & dev't	Var. 3 social service	Var. 4 support & promotion of Thai art & Culture	Var. 5 strengthen organ. capacities	Var. 6 involvement to communi- projects & culture	Var. 7 Patronage to Thai art & culture		
xxxxxx	xxxxxx		xxxxxx		xxxxxx				
1. Theory of Gillett & Aikenhead 1987	teaching strategies	quality of research (contract & consulting	short courses						
2. Theory of Coffield Williamson, 1997	teaching strategies lifelong learning MAST/RMT	curriculum dev't social service to customers							
3. Theory of Laver 1995	modern teaching	flexible curriculum support & guidance to students							
4. Theory of Rowley 1986	teaching strategy Proactive Model	appropriate modules for study							
5. Studies of the Eight National Educ. Dev't Plan (1987-2001)	learner- centered teaching strategies	research agenda in international forums (focus on science	participative in social service	participative intern'l activities (festivals & cultural prog.	Strengthen Organ. capacities	involve community to based projects culture			
Modal Method	5	5	4	1	1	1	1		

Table 2.5 Tabular Presentation/Critical Analysis of the Theories and Studies on the Corporatization of State Colleges and Universities										
Theory/Author	Var. 1	Var. 2	Var. 3	Var. 4	Var. 5	Var. 6	Var. 7	Var. 8	Var. 9	Var. 10
	new directions	curriculum development	manager/ structure	financial arrangement	capital & cash flows	changing views of stakeholder	massification & marketiza- tion	entrepre- neurs	responsive relationship between bodies and key players	internal resource allocation
1. Theory of Bargh, Scott and Smith, 1996		new policies synergy & directions academic systems	professional corporate managers		capital and cash flows	changing views of stakeholder	massification & marketiza- tion			
2. Theory of Tricker, 1997	direction	supervision academic governance	executive mgt. and framework governance	accounta- bility	notion of capital	valuable tool of analysis		responsive entrepre- neurs	rel. bet bodies & key players	
3. Theory of Marginson 1997	price & value of university	transfor- mation of academic governance	juridical or legal distinctions	public funding & subsidies			marketization			
4. Theory of Williams 1992	evaluate academic effects		collegial procedures & consensus	different financial arrangement and flow						internal resource allocation
5. Studies of Arcelo, 1995	future vision	academic preparation		availability of financial equity						
Modal										
Method	5	4	4	4	4	2	2	2	1	1
xxxx	xxxxx		xxxxx		xxxxx		xxxxx		xxxxx	xxxxx

Table 2.6. Selection of the Generic Set of Sub-Variable on the Corporatization of State Colleges and Universities									
Selected sub-Variables		Theory/Studies/Variable Nos.		No. of Authors					
1. New Directions		T1 V1, T2 V1, T3 V1, T4 V1, T5 V1		Frequency Rank					
2. Curriculum development		T1 V2, T2 V2, T3 V2, T5 V2		4		2			
3. Management Structure		T1 V3, T2 V3, T3 V3, T4 V4		4		3			
4. Financial Arrangement		T2 V4, T3 V4, T4 V4, T5 V4		4		4			
5. Capital & cash flows		T1 V5, T2 V5		2		5			
6. Changing views of stakeholders		T1 V6, T2 V6		2		6			
7. Massification & marketization		T1 V7, T3 V7		2		7			
8. Responsive entrepreneur		T2 V8		1		8			
9. Relationship bet. Bodies & players		T2 V9		1		9			
10. Internal resource allocation		T4 V10		1		10			
XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX			

Table 2.7 Tabular Presentation/Critical Analysis of the Theories and Studies on the Potential of Thai Private Universities															
Theory/Author	Var. 1	Var. 2	Var. 3	Var. 4	Var. 5	Var. 6	Var. 7	Var. 8	Var. 9	Var. 10	Var. 11	Var. 12	Var. 13	Var. 14	Var. 15
	relevance	improvement of quality education	management and financing	international cooperation	recognition of credentials by other universities	establishing networks for priority issues	mechanism to evaluate quality higher educ.	meets expectations of stakeholders	quality of educational product	social performance of products	develop principles & code of ethics	paradigm continues to shift	generate income from res. & teaching	diversity of admissions	curriculum international opportunities
XXXXXX	XXXXXXXX		XXXXXX		XXXXXX		XXXXXX		XXXXX		XXXXX	XXX	xxx	xxx	xxx
1. Studies of Higher Education in 21th Century UNESCO, 1998	relevance integration of lifelong education	renewal on curriculum & new approaches	legal frame-work for management capabilities & privatization	creation of specialized units for international cooperation	recognition of credtials by other universities	establishing networks for priority issues	mechanism to evaluate higher educ.								
2. Theory of Ecuyer and Lenn, 1983	relevance	quality assurance in educ.	management systems	promotion of linkages International cooperation	predetermined standards & of institutional missions	promotion of inst'l priorities	money are properly accounted for	meets expectations of stakeholders	quality of educational products	social performance of products	opportunistic strategies & policies	image to developed	institutions are autonomous		
3. Theory of Craft, 1994	relevance of courses	assurance of quality educ.	financial systems	globalization on quality		interdependence & links					develop principles & code of ethics	paradigm continues to shift			
4. Theory of Williams 1992	relevance	blueprint for change	financial mgt. of higher education	higher education agenda									generate income from research & teaching		
5. Theory of Mac Taggart et al., 1998	relevance	unique challenges	consolidation of authority	strategic planning process										diversity of admissions	curriculum international opportunities
Modal Method	5	5	5	5	2	3	1	1	1	1	1	1	1	1	1
xxx	xxxxx		xxxxx		xxxxx		xxxxx		xxxxx		xxxxx		xxxxxx		xxxxxx

Table 2.8. Selection of the Generic Set of Sub-Variable on the Potential of Thai Private Universities									
Selected sub-Variables		Theories/Studies/Variables Nos.			Frequency		Rank		
1. Relevance		S1V1, T1V1, T2V1, T3V1, T4V1			5 authors		1		
2. Improvement of quality education		S1V2, T1V2, T2V2, T3V2, T4V2			5 authors		2		
3. Management and financing		S1V3, T1V3, T2V3, T3V3, T4V3			5 authors		3		
4. International cooperation		S1V4, T1V4, T2V4, T3V4, T4V4			5 authors		4		
5. Recognition of credential by other univ.		S1V5, T1V5			2 authors		6		
6. Estab. Priority Issues		S1V6, T1V6, T2V6			3 authors		5		
7. Mechanism to evaluate quality education		S1V7, T1V7			2 authors		7		
8. Meet expectations of stakeholders		T1V8			1 authors		8		
9. Quality education product		T1V9			1 authors		9		
10. Social performance of product		T1V10			1 authors		10		
11. Develop principles & code of ethics		T2V11			1 authors		11		
12. Paradigm continues to shift		T2V12			1 authors		12		
13. Generate income from research & teaching		T3V13			1 authors		13		
14. Diversity of admissions		T4V14			1 authors		14		
15. Curriculum international opportunities		T4V15			1 authors		15		
xxxxx									

Dear Sir/Madam:

Our warm greetings to you!!! We would like to solicit your time in answering this questionnaire for our research entitled "The Potential of Thai Private Universities (Year 2001-2020)."

We would like to get your perceptions on the New Environments Facing the Thai private universities, functions of Thai private universities, corporatization of state colleges and universities and the potential of Thai private universities.

We hope you your honest and objective assessment so we could be able to determine the future directions of our Thai private universities

Please be assured that whatever information you give us will be kept confidential. Again, our sincerest thanks and gratitude for your cooperation and involvement, All in the name of "quality and excellent education of Thailand".

Very truly yours,

(Sgd.) Rev. Bancha Saenghiran, fsg., Ph.D.
Vice Rector of Academic Affairs

PART I:

DEMOGRAPHIC PROFILE OF RESPONDENTS

Instructions: Please choose your answer from the different statements by placing a check(/) mark on the appropriate answer.

1. Please specify your position:
() President of a private university
() Vice President of a private university
() Dean of a Faculty Program
() Owner/Stockholder
() Parent of a student in a private university
() Student of a private university
() Professor/Instructor/Staff of a private university
() **Member of a Community Group**
() Religious () Civic () Business
() Professional () Farmers/Fisherman
() Government Official () N G O
() Others (Specify: _____)
2. Please specify your sex:
() Male
() Female
3. Please specify your age:
() 20 years and below
() 21-30 years
() 31-40 years
() 41-50 years
() 51 years and above
4. Please specify your length of service in the Organization:
() 5 years and below
() 6-10 years
() 11-15 years
() 16-20 years
() 21 years and above
5. Please specify your Educational Attainment
() High School and below
() College Undergraduate
() College Graduate
() Master Degree
() Doctoral Degree
() Others Specify _____
6. Please specify your Religion
() Buddhist
() Catholic
() Protestant
() Others: Specify: _____
7. Please specify your Marital Status:
() Single
() Married
() Widow/Widower
() Separated
() Divorced
8. Please specify your group interest affiliation:
() Religious oriented
() Business oriented
() Family oriented
() Others (Specify: _____)

PART II: INSTRUCTIONS

Please your university in both Doing Now (Year 2000) and Will Be Done (Year 2001-2020).

Example: The university advocates international solidarity topics by following the universal roles in academic freedom.

Doing Now (Y-2000): The university is now advocating intern¹ solidarity topics by ff: the universal roles in academic freedom.

Will Be Done (Y-2001-2020): The university will be advocating international solidarity topics by ff: the universal roles in academic freedom.

Please read carefully the following statements and check (/) mark the appropriate rating: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

Statements

	Doing Now (Y-2000)				Will Be Done Y2001-20			
	SA	A	D	SD	SA	A	D	SA
1. The university <u>advocates</u> international solidarity topics by guaranteeing the right academic freedom of speech for all students and staff.	5	4	2	1	5	4	2	1
2. The university <u>provides</u> a forum concerning global issues for students and staff to exchange ideas in various disciplines.	5	4	2	1	5	4	2	1
3. The university <u>develops</u> its own transformation through research and training and adapts new trends for global competitiveness.	5	4	2	1	5	4	2	1
4. The university <u>integrates</u> the legal aspect of democracy in all subjects/courses.	5	4	2	1	5	4	2	1
5. The university <u>inculcates</u> in its students the promotion and preservation of democracy.	5	4	2	1	5	4	2	1
6. The university <u>empowers</u> everyone to have access to higher positions and responsibilities in the university structure and associations	5	4	2	1	5	4	2	1
7. The university <u>observes</u> ethical issues in the conducting all scientific research.	5	4	2	1	5	4	2	1
8. The university <u>equips</u> laboratories and classrooms on the latest communication technologies i.e. instructional aids, computers, etc.	5	4	2	1	5	4	2	1
9. The university <u>emphasizes</u> the achievement of science and promotes the sustainable development regarding natural resources utilization.	5	4	2	1	5	4	2	1
10. The university <u>informs</u> the public of the damages done to the environment and provides information how to preserve our	5	4	2	1	5	4	2	1

environment

11. The university **publishes** statistics on the population growth rate and information concerning its advantages and disadvantages 5 4 2 1 5 4 2 1
12. The university **shows** instances of galloping urbanization and its "social problems to the individual, family and community." 5 4 2 1 5 4 2 1
13. The university **publishes** statistics and information on sustainable development in the agricultural and the industrial sector. 5 4 2 1 5 4 2 1
14. The university **shows** the stage of economic and progress of the service sector through multi-media. 5 4 2 1 5 4 2 1
15. The university **informs** students on the structure of the job market and competitiveness among job seekers. 5 4 2 1 5 4 2 1
16. The university **displays** information or statistics on brain drain issues and the migration of foreigners coming into the country. 5 4 2 1 5 4 2 1
17. The university **displays** information on sources of intellectual enrichment such as international seminars, conferences and trainings which staff or students could attend. 5 4 2 1 5 4 2 1
18. The university **informs** students how they could take part in the economic social and cultural development of the country. 5 4 2 1 5 4 2 1
19. The university **informs** students on acts of violence perpetuated by many countries in the world in seminars and conferences. 5 4 2 1 5 4 2 1
20. The university **inculcates** into the mind of students the development for the culture of peace. 5 4 2 1 5 4 2 1
21. The university **encourages** students in developing new visions to cope up with the new era of communications technology. 5 4 2 1 5 4 2 1
22. The university **practices** innovative student- centered teaching and participation to international forums or seminars. 5 4 2 1 5 4 2 1
23. The university **promotes** the state -of- art education in language and cyber-technology. 5 4 2 1 5 4 2 1
24. The university **encourages** its students to participate in leadership training and other personal development classes. 5 4 2 1 5 4 2 1
25. The university **encourages** students to choose a research/thesis/ dissertation option, instead of a comprehensive written examination option. 5 4 2 1 5 4 2 1
26. The university **encourages** its faculty members to attend international forums especially those organized by UNESCO & other international agencies. 5 4 2 1 5 4 2 1
27. The university **emphasizes** to students multi-disciplinary curriculums and research on international level. 5 4 2 1 5 4 2 1

28. The university convinces each student to be involved in community based projects.	5	4	2	1	5	4	2	1
29. The university sees that students participate in community based planning services for experiential learning purposes.	5	4	2	1	5	4	2	1
30. The university convinces students to participate in social service as part of their extra-curricular activities.	5	4	2	1	5	4	2	1
31. The university encourages students to patronize and support Thai Art products	5	4	2	1	5	4	2	1
32. The university inculcates the preservation of Thai culture values by formal education, festivals and cultural shows	5	4	2	1	5	4	2	1
33. The university integrates Thai culture into the curriculum of all courses.	5	4	2	1	5	4	2	1
34. The university develops new policies and strategies in response to the new millennium.	5	4	2	1	5	4	2	1
35. The university develops its vision and mission as a form of renewed cooperation efforts geared towards being a center of excellence.	5	4	2	1	5	4	2	1
36. The university applies an autonomous approach to govern and manage its own resources efficiently and effectively.	5	4	2	1	5	4	2	1
37. The university revises its curricula towards excellence and quality instruction.	5	4	2	1	5	4	2	1
38. The university encourages its faculty to improve their competence through new staff development programs on new trends.	5	4	2	1	5	4	2	1
39. The university faces modernization, facilities/equipments are changed to cope up with computer assisted instruction.	5	4	2	1	5	4	2	1
40. The university adapts a new model of organization structure as a corporatized university.	5	4	2	1	5	4	2	1
41. The university distributes authority and responsibility through its policies and standard operating procedures.	5	4	2	1	5	4	2	1
42. The university structure enhances creativity and initiatives to upgrade	5	4	2	1	5	4	2	1

PART 3: PERCEPTIONS ON THE FUTURE DIRECTIONS AND ANTICIPATED PROBLEMS (YEAR 2001-2020)

58. What is your honest perception: Are the private universities going fast enough on quality education? (Please check (/) one answer only.
- () Progressing at high speed
 () Progressing at medium speed
 () Progressing at slow speed
 () For improvement/modernization
 () Retrogressing
 () For Corporatization
 () Others: Please specify.....
59. What is your honest perception: Are private universities prod. quality grad. for world of work? (the grad. could respond to social demands)
 Please check one answer only.
- () Superior quality (knowledge and skills)
 () Adequate to meet standards of work place
 () Inadequate to meet standards of work place
 () Inferior quality (knowledge and skills)
 () Others, Please specify.....
60. What is your honest perception: What are the immediate reasons for the emergence of private institutions in conducting short courses or training programs(2001-2020)? Please check three answers.
- () Urgent needs for newly established industries in the country
 () Inadequate number of skilled graduates
 () Expansion or consortiums of multinational corporations
 () Studying in a university is expensive and takes longer time
 () Faster or facilitative, same knowledge and skills acquired
 () Private Universities have too many requirements or more bureaucratic
 () Government incentives to invite more investments from outside sources
 () Employability is faster and easier through trainers recommendations
 () Easier way to collect fees/revenues of the entrepreneur
 () Others, Pls. Specify _____
61. What is your honest perception: Can the private inst. (thru. their short courses & training programs) substitute the academic degrees(college or graduate studies) ?Please check one answer only.
- | | |
|----------------------------|---------------------------|
| () Yes | () No |
| () Very appropriate | () Not appropriate |
| () Very relevant | () Not relevant |
| () Very efficient | () Not efficient |
| () Very effective | () Not effective |
| () Very economical | () Not economical |
| () Others, Specify: _____ | () Others,Specify: _____ |

62. What is your honest perception: What is the future of Thai Private Universities

from Year 2001-2020? Please check one answer and explain why?

() Bright and great potential future? Why?.....

() Bleak or vague, or no potential future? Why?.....

() Others, Please specify.....

63. What is your honest perception: What should be the strategies of a univ. in order to grow and dev. for the ensuing Y-2001-2020? Pls. check three.

() Review vision and mission

() Relevant course offerings

() Long term development plan

() Quality assurance & standardization of education

() Efficient utilities & use of modern technology

() Others, Specify _____

64. What is your honest perception: What are the major challenges which Thai Private Univ. will be facing from year 2001-2020? Pls check three.

() Financial Source (for qualified teachers & facilities)

() To produce well rounded students/quality graduates

() Conforms with educational act/quality education

() High competition fr. external investors-inter'l schools

() Amenities(parking, security, restaurant, sports, facilities)

() Others, Specify _____

65. What do you think are the most important intellectual and spiritual values which private universities should address?

Please select three answers and rank (1 - most important and 3 - least important)

Intellectual Values	Spiritual Values
Critical Thinking	Tolerance
Intellectual integrity	Kindness
Culture of Proper Speech	Honesty
Truth at universal application	Helpfulness
Arts	Altruism
Self Respect/Esteem	Solidarity
Pleasures of life	Patience
Family happiness	Belief in God
Gender equity	Freedom for religious
Group norms	Faith & love for religion
Good human relations	Freedom for religious
Universal ethics	Church
Cultural issues	Love for peace
Etiquette and customs	Commandments of God
Access to participation to social processes	National identity
Obedience to power and authority	Love for country
Success factors	Patriotism
Reputation factors	Concern for people & land
Economic status	Human Rights
Exciting life	Equality and social justice
Enjoyment of a good life	Respect for others rights
Love for friendship	Civil behavior/order of society

_____ Play _____ Respect for others rights
_____ Beauty of nature _____ Rights for children

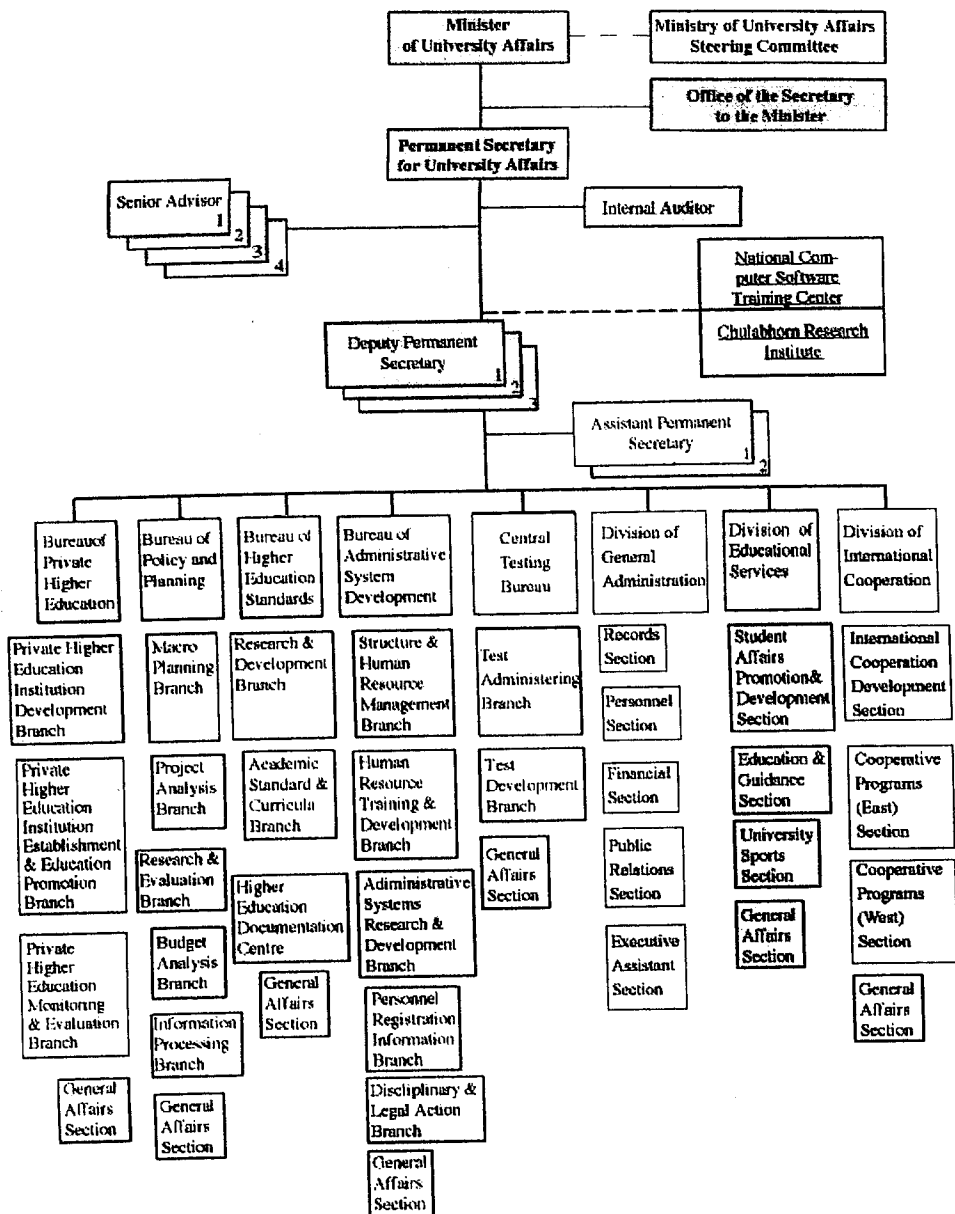
66. What do you think are the anticipated problems in the implementation of the corporatization of state colleges and universities? What are your proposed solutions?
Please choose or enumerate three (3)

Anticipated Problems	Proposed Solutions
_____ Strong Management Teams	_____
_____ Corporatization, how to actualize it	_____
_____ Vision of corporatization	_____
_____ Management of funds	_____
_____ Leadership commitment	_____
_____ Others, Pls. Specify _____	_____

THANK YOU FOR YOUR COOPERATION.

Thank You !!!

Organization Chart of the Ministry of University Affairs



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2. Oct. 15, 1998 : "Nominee for the Presidential Award for Filipino Overseas Worker" awarded by His Excellency Jaime Yambao, Ambassador of the Philippines in Lao Peoples Democratic Republic (Overseas Award).
3. May 28, 1994: "Outstanding Department of Agriculture Agricultural Achiever: Planning" awarded by His Excellency Fidel V. Ramos, President of the Philippines (National Award)
4. May 3, 1993: "Professional Achievements Award" awarded by Mrs. Rose Bautista, President, Print Media Association of the Philippines (National Award)
5. April 30, 1993: " Outstanding DA Agricultural Achiever: Planning" awarded by Dr. Gumersindo Lasam, Regional Director, Department of Agriculture, Region 2, Philippines (Regional Award)

6. **December 23, 1993: "Outstanding DA Employee: Planning Group" awarded by Mr. Jose C. Taguba, Provincial Agricultural Officer, Cagayan Province, Philippines (Provincial Award)**
7. **November 11, 1991: "Professional Excellency Award" awarded by Mr. Roberto Magadia, President, Sisterhood and Brotherhood Association of the Philippines (Regional Award)**
8. **October 19, 1991: "Achiever's Hall of Fame Award" awarded by Mr. Armando Tasani, President, Achiever's Magazine and Balita Newspaper (National Award)**
9. **April 8, 1983: "Certificate of Appreciation: Food Mapping Book" awarded by Dir. Constancio Ancheta, Regional Director, NEDA Region 2, Philippines (Regional Award)**
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